



Field Court Junior Academy
Remote Learning Policy
Head Teacher: Mrs Kelly Armstrong
Subject Leader: n/a
Written by: Senior Leadership Team
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Review Date: August 2025

Approved: (the below signatures are proof of policy approval)

Signed

Head Teacher

Date Sept 22

Signed

Governors

Date Sept 22

This policy is a working document for the use of all staff and is subject to staff and governor approval.

Background

Within Section 5 of Guidance for Full Opening, the DFE sets out its expectations for a school's remote learning offer should a class, group or small number of pupils need to self-isolate, or there is a local lockdown:

"Where a class, group or a small number of pupils or individual need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision"

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum"*

This policy brings together important information linked to best practice, online safety and resources as well as support and guidance for teaching staff, parents/carers and our children.

Extract from Teaching and Learning Policy:

*At Field Court Junior Academy, all our children are **"S.T.A.R.S. in the making"** and this is at the heart of our school and drives everything we do.*

Attributes

We believe that all children should be:

- **Self-confident**
- **Trustworthy**
- **Aspirational**
- **Resilient**
- **Socially-minded**

We give each of these personal attributes equal weighting through a knowledge-rich curriculum; tailored provision; engaging teaching; positive relationships and strong partnerships. We work hard to ensure that we provide the best possible junior school experience for every child which builds these attributes over time.

We will ensure that, where possible, our provision of Remote Learning contributes to the above aims for our school.

GENERAL INFORMATION

Senior Leader in Charge of Remote Education: Mrs Kelly Armstrong

Remote Learning Model

There are many different types of remote learning models but the main traits remain the same as defined by the Oxford Dictionary:

"A style of education in which students learn via electronic, paper and online media, as well as traditional face-to-face teaching"

The teaching and learning can be both *synchronous* (takes place at the same time for the teacher and pupils) and *asynchronous* (takes place at a time suitable for the teacher/pupils). The needs of the child, determined by the teacher, will indicate which model is needed. In order to be successful, a remote learning model must be meaningful, enhanced, motivating and engaging for all pupils.

Provision of Technology

It is hoped that children would have access to their own technology at home which they can use to access the digital platform. In our recent survey (October 2020 - 225 families responded) over 80% of our children had access to their own digital device, 99% have access to some technology of some kind – even if that is their parents' phone, only 5% of our community were deterred from work by a complete lack of access to technology.

Despite this, we are aware that there are some of our children who would struggle to access technology and may need to be provided with a digital resource. We have registered for the DFE 'access to technology' project and aim to source technology for the children to use at home within our earliest opportunity – which the DFE have claimed will be within five working days of a local lockdown.

Digital Learning Platforms

As a school we buy into the following platforms which children can use at home in addition to the set work:

- Times Table Rockstars
- Nesy Reading and Spelling
- Readwriter
- Microsoft Teams
- Numbots
- Oxford Owls Reading Scheme

In Readiness

In readiness for the need to self-isolate or the collapse of a bubble children have been issued with the following:

- A home school link book which summarises all the information parents need to know about our school including the log-ins for our digital platforms.
- A learning pack for a minimum two week bubble closure.

Types of Remote Learning

There are two types of remote learning which need to be considered as a result of the Covid-19 Pandemic.

- Individual Child Self Isolating – hence forward referred to as ‘Individual Remote Learning’
- Multiple Children Self Isolating due to a bubble ‘closing’ or school closure – hence forward referred to as ‘Closure Remote Learning’

Individual Remote Learning Provision – week one /two situation

- Children who have to self-isolate individually must be provided with work within 2 working days of their first day of absence.
- In the interim period of time there are a range of resources available here which parents can use to access activities for their child:
https://www.fieldcourtjunioracademy.co.uk/fcja_home/general_learning_zone/learning_zone.html
- The office will email the staff responsible for that child’s class to request the work for the child by the date and remind the teacher to call the child on Wednesday’s during the week the child is absent from school.
- The TA may be asked to cover the class to allow the teacher time to prepare the work or vice versa. The set work must cover:
 - The usual work the class will be covering during the child’s absence
 - Clear instructions – either written or video form for the child to follow at home.
- This work should be uploaded to the child’s Microsoft Teams account for the child to access.
- In addition a paper copy will be provided to the office for posting to the child.
- The teacher should mark the child’s work online in Teams once the child has uploaded it.
- On their return to school the child will bring their original learning pack into school, which will be kept in a box in the teachers’ cupboard as evidence.
- The office will also email the pastoral team to remind them to do a ‘pastoral/wellbeing’ phone call to the family during this the second week of the two week period on Friday.
- The office will also email the headteacher to remind them to do a check in call to the family at the start of week one to check all work has been received, whether a digital device is needed and answer any queries.
- To prevent duplication of work, staff members should produce their day-to-day planning with the thought process of “How will/could this work for a child at home?” In other words adapting the usual planning and activities they produce so that it can be supplied to a child at home. This may mean tweaking an activity or providing a short summary of what is to be done for each task.
- During the child’s two week isolation they will receive 1 initial call from the head/deputy, 1 wellbeing call from the Treehouse team and 1 weekly phone call from the teacher to check if they need any assistance with the work which may then result in telephone assistance or a team’s online session.
- In place of the child’s work in their books a sticker should be placed to indicate they are isolating – proforma available here: C:\Users\karmstrong\IDrive-Sync\Blended Learning
- A return to school conversation should be had with the child when they are back to check on their wellbeing and a summary (avoiding confidential material) of this logged in their link book- any necessary information should then be updated on Cpoms.

Closure Remote Learning Provision

STAFF INFORMATION

"Teachers have a responsibility to be positive role models to learners; exercising sound judgement and due care at all times when online, and setting an example of good digital habits." (General Teaching Council April 2020)

Safeguarding

Safeguarding of young people is of paramount importance. If there are any concerns around a young person's welfare during Blended Learning, then the guidance in school Safeguarding Policy should be followed including continue to log concerns on CPOMS and liaise with the DSL. In addition Protocols for contacting 'Non Visible children have been written along with a contact log and staff should use these procedures with immediacy if there are any concerns/lack of contact.

Staff Cover

Staff members for each class are responsible for their own class' remote learning. If the staff member becomes unwell during a period of remote learning then their year group colleagues will take over their channels – ensuring work is set and feedback given, safeguarding concerns are noted.

If a supply teacher is used for cover on an ad-hoc basis then instructions should be left for either the cover teacher or the class TA to provide feedback for children at home.

Microsoft Teams

Microsoft Teams is the main area used to upload work, communicate with pupils and return classwork. An [introductory video](#) shows how to use Teams and there are guides available here: [school blog](#).

By using these main portals, online safety is maintained for staff and pupils. They also ensure consistency for all involved as these have been used in the classroom for a number of years.

The following useful tips can help to make Microsoft Teams user-friendly:

- Create channels within your team that serve a specific purpose.
- Use the [Praise app](#) to recognise positive achievement.
- Add the [Insights app](#) to each team to monitor learner engagement.
- Add links to our other digital home learning platforms detailed above.

Online Delivery

It is important to use professional experience when allocating tasks online. Some tasks may require direct teaching and support and be more suited to face-to-face lessons. Tasks which do not require significant teacher input or that can be done offline, away from screens, are best completed at home. This may mean the order of course topics/units may need to be altered slightly but in the main the provision should follow the normal sequence of the curriculum.

Teachers will already have resources such as presentations, videos and web links which can be shared easily using Microsoft Teams. There are also many resources available online which pupils can access such as [Scholar](#), [BBC Bitesize](#), etc. These useful resources should be used as part of the blended learning model.

Below is good practice when planning and organising online learning:

- Let pupils know when you will/will not be available. (See our current planned timetable below)

- Turn off notifications after you have finished working for the day. Hang a sign up on the general channel to indicate it is 'closed for the night'.
- Share activities for the day/week in Microsoft Teams.
- Team names should be specific and will be related to the class or year group.
- Any instructions need to be clear and specific.

Checking on pupil progress is important, it allows staff to monitor and track understanding and progression. [Microsoft Forms](#), [Kahoot](#) and [Quizlet](#) are just some of the tools that can be used to set up quizzes, polls and mini-tests. They are self-marking, allowing you to analyse results by class or individuals.

Live Lessons

Live videos in lesson time at school can be used within Microsoft Teams but do not have to be. We acknowledge that for some staff this may be daunting.

The teacher can also share their desktop with pupils during a Team meeting, allowing a presentation to be delivered, with the teacher talking to pupils. The best use of this feature is as an intervention or where the children need further explanation. Teachers should aim for a minimum of a couple of these a week.

A more frequent use of the live function is in the weekly wellbeing catch up which all staff should hold on a Wednesday.

Another member of staff should ideally be involved in this process to monitor the comments, allowing the teacher to teach the lesson and comments to be discussed at the appropriate time. It also allows the chat area to be monitored for any inappropriate language/comments. If this isn't possible then staff are encouraged to record the lesson when live using the feature in Teams or Zoom or via sound on their own iPad.

Pupils should mute their microphones. Teachers can then invite pupils to speak, if they wish, by asking them to unmute their microphones or raise their hand. This cuts down on background noise which can inhibit others from hearing properly. If using the webcam, it is important for teachers to be aware of their surroundings and have no personal items in view. On the Microsoft Teams desktop app, you can use [screen blur or various backgrounds](#). You should also be mindful of what is on your desktop, with pop-ups and applications such as Twitter or Skype closed.

Recorded Lessons

Being able to record lessons is a useful tool as these can be shared with pupils online and also used at a later date to remind pupils of prior learning. Below are a few ways to easily record lessons:

PowerPoint to Video: Existing PowerPoint files can be converted to narrated videos or automatic PowerPoint shows. A [step-by-step guide](#) is available to help if using PowerPoint on the desktop.

Record your iPad screen: If you have an iPad, you can record your screen by following this [instruction guide](#).

Online Screen Recording: There are free online screen recorders that can be used to capture your screen such as [Screenapp](#) and [Screencastify](#). There are often time limits to the length of video you can create.

You can share your recorded lessons with each other in the sync box or upload them to One Drive and share with children via Microsoft Teams.

Marking and Feedback

Children's work must be responded to and feedback given in line with the usual expectations of our marking policy. In summary, celebration, positivity and recognition of completion and achievement alongside development points for core subjects which relate to the needs of the child.

Some staff may choose to respond to each piece individually directly underneath the submitted work. Other staff may find it more manageable to read all the work and then post a paragraph comment at the end of the day's submission referring to each piece within the comment.

INFORMATION FOR PUPILS

There is also information on the [school website](#) under the @Home Tab on how to organise your week, accessing work, how to upload completed work as well as top tips for working remotely and using Microsoft Teams.

We have devised information for all learners on how to use Microsoft Teams and how to download Microsoft Office for free which has been sent home and a copy is on the webpage above.

Children should be reminded frequently that they can contact their teacher on Teams at any time if they have any worries other than work.

Children are to be made aware that the normal school expectations and behaviour guidelines apply and feedback should be given in line with this- both rewards and sanctions.

SUPPORT FOR PARENTS/CARERS

It is important to allow learners and families to engage when it is most appropriate for them and their family/home circumstances. For example, there may only be one device in a house where there is more than one child who requires access to learning or parents/carers may have to use the device for work purposes.

Below are useful information leaflets/ links on how to support learning at home as well as useful advice on keeping children safe online.

- [Online Safety](#)
- [Securing your devices](#)
- [Learning at home in lockdown](#)

The [National Online Safety Hub](#) has devised numerous guides to support parents and carers with online issues and information about particular websites such as Snapchat, Zoom, etc.

COVID-19:keepingchildrensafeonline

Advice and guidance to help parents and carers to keep children safe online during the coronavirus outbreak:

[Coronavirus \(COVID-19\): support for parents and carers to keep children safe online](#)

Parents and carers can contact their child's teacher if there are any issues they would like to discuss pertaining to their child's wellbeing or academic progress. In addition our pastoral support team are always available to provide support and guidance to our families, they can email the team by contacting cfw@fieldcourt-jun.gloucs.sch.uk or call school directly.

Health and Wellbeing

The benefits of online learning are manifold however there are also implications for personal health and wellbeing for all parties. Working remotely can have a negative impact on confidence, it can make people feel isolated and it can be frustrating. It could add an extra layer of stress and expectation on staff. It is therefore important to ensure good health and wellbeing.

General advice includes creating a routine, having regular breaks, setting goals, communicating with colleagues/peers regularly and making time for activities away from teaching and learning. Keeping the amount of time spent online within manageable boundaries and not being tempted to repeatedly log in.

Useful Links

List of resources to support remote and blended learning

This list has been compiled by GCC to support schools with easily finding free resources to support the development of their remote/blended learning.

[List of resources to support remote/blended learning \(DOCX, 39.8 KB\)](#)

Gloucestershire Libraries Lockdown project

Gloucestershire Libraries are looking for children and adults to share their experiences of lockdown. They are encouraging submissions in a range of formats: personal stories, poems, fictional short stories, comic strips, short films, animation, blogs and vlogs. Once submitted, the contributions will be posted on their website, with some used by Gloucestershire Archives to build a lasting collection for future generations.

[Life in Lockdown: In Your Words webpage](#)

[Lockdown project poster \(PNG, 197.6 KB\)](#)

Oak National Academy

Launched in April, this initiative is led by teachers who have assembled video lessons and resources for any teacher in the country to make use of if they wish to do so. After being given £4.34 million by the government to continue next year, around 10,000 further lessons are being created, including a version of the entire national curriculum.

<https://www.thenational.academy/>

DfE lists of online education resources for home learning (updated 24.06.20)

Updated with further resources and additional tips to help parents/carers with home education. Resources for: English; mathematics; science; PE, wellbeing; SEND; and home education/tips for parents.

[Coronavirus \(COVID 19\): list of online education resources for home education \(Updated 24 June 2020\)](#)

Calculator Crunch (Y6/Y7)

Mathematic Education Innovation (MEI) has provided nine [Calculator Crunch](#) tasks (15-25 June) to challenge (Y6/Y7) pupils' mathematical thinking skills. Each puzzle is included in the attached powerpoint slides. Alternatively, you can download each challenge from the website where you can also access supporting guidance to help structure lines of enquiry.

[Calculator Crunch PPT \(PPTX, 1.4 MB\)](#)

[Calculator Crunch – Mathematic Education Innovation website](#)

Collection of free activities and resources (updated 15.06.20)

This PowerPoint brings together some links to free activities and resources, grouped into subjects, that could be used by primary schools to support home learning. The collection will be added to over time. [Collection of free activities and resources \(PPTX, 21.8 MB\)](#)

Speak Out, Stay Safe Assembly (DfE and NSPCC)

In partnership with the DfE, the NSPCC has put together a special assembly on the theme of Speak out, Stay Safe with contributions from Ant, Dec and David Walliams. The assembly has been compiled to help children understand what is happening currently, why they may be feeling anxious or worried and where to get help if they need it.

[Speak Out, Stay Safe Assembly](#)

EEF COVID-19 Resources

The EEF has produced a set of resources designed to be used by schools and parents/carers to support home learning. These are all based on the evidence-based recommendations of their guidance reports.

For schools, there are helpful planning prompts and other practical tools. There are also useful resources for schools to share with parents who are looking to support their children's learning - from establishing home learning routines to shared reading help, to handy tips for supporting maths in the home.

[EEF Covid-19 Resources](#)

Health and Wellbeing

The Gloucestershire Healthy Living and Learning (GHLL) website includes a COVID-19 section, which includes a range of information and resources to support mental health and wellbeing during the current crisis. This is being regularly

updated with resources to support schools and families.

www.ghll.org.uk

Library Service: Online resources for parents and teachers to support learning during school closure

This document will be updated regularly and provides information on services available through Gloucestershire Libraries, in addition to links to online learning resources compiled by Library Services for Education. Please note, some resources may be available as a limited free trial or may only be available for the duration of school closures.

See the link at the top of the home page of the Library Service's website

<https://www.gloucestershire.gov.uk/library-services-for-education/>

First News

The online newspaper aimed at 7 to 14-year-olds, is offering free access to its materials 'for a limited period of time, to help parents, children and schools during any isolation or school closures.'

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

Children's Guide to the Coronavirus

The Children's Commissioner has created a children's guide to coronavirus to help explain the situation. The guide aims to answer children's questions about coronavirus, tell children how to stay safe and protect other people and how to help them make the best of their time at home.

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

Elective Home Education Resources

The web page on the Gloucestershire County Council website which supports elective home education provides a wide range of information, including a directory of online providers (created by the inclusion team in collaboration with Gloucestershire's elective home education community). See <https://www.gloucestershire.gov.uk/education-and-learning/home-education> (scroll down to the bottom of the page)