



OLD BUCKENHAM HALL

REMOTE LEARNING POLICY

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Background

In March 2020 Old Buckenham Hall entered a period of remote teaching and learning enforced by the Covid pandemic. During the first lockdown the school successfully used the Microsoft Teams platform to deliver remote education to all children. In the first week the focus was on purely academic delivery; however, this very quickly became as close to a whole-school experience as the School was able. This incorporated tutor periods, assemblies, lessons, co-curricular activities and whole-school events.

As the second lockdown began in January 2021 the School was ready and prepared to begin remote learning immediately. Within 12 hours of the announcement of lockdown, all teachers were once again delivering lessons online with children accessing them from their own homes. In this most recent lockdown provision again improved so that teachers were online throughout each lesson. While not replacing the classroom or in-school experience, the School was praised by dozens of parents for the high quality of its provision.

In the twelve-month period between March 2020 and March 2021, the School and its staff have significantly modernised and upskilled so that all teachers are able to deliver in-school, remote, or blended learning. Blended learning is a situation where there are learners in the classroom and other learners at home.

This policy sets out the accessibility of remote learning as the Covid crisis continues, and also sets the parameters in a post-Covid society.

Aims

The aim of this policy is to set clear expectations for accessing remote learning during the Covid pandemic and after the crisis has abated. The need for this policy is clear given the heightened expectations on teachers in terms of:

- Delivering lessons to children at home and at school, often at the same time
- The extra planning required to achieve the above
- The accessibility of teachers via online platforms throughout the school day
- The challenges of marking and delivering feedback across platforms

It is also important so that children who are not in school for reasons of illness or ailment, have proper time to recover.

During Covid Crisis

The School will provide remote learning to all children during any national lockdown. This will include all core academic lessons and provision for all other subjects. This will include timetabled lessons for the majority, but also tasks that are set and can be completed at a convenient time for the family at home.

The School recognises that a) children should not spend ten hours per day on screen, and b) that all families face different circumstances and pressures. Therefore, the School will always enter into conversation about tailoring or amending provision to meet individual circumstances as far as it is able to do so.

During the Covid pandemic it may be necessary for children or families to self-isolate if they have come into close contact with a diagnosed case, or if they are symptomatic. In such cases, the School will continue to offer teaching via the remote learning platform. This will create a blended learning environment with most children in school and some at home. This is a sub-optimal environment for all members of the learning community and as soon as a period of self-isolation ends, the child should return to school.

This provision would also apply to boarders who are self-isolating in a boarding house.

During and Post Covid

The School takes the view that a child who is ill and unable to attend school as a result, should rest at home to recuperate. Undertaking school work during a period of convalescence will not aid a quick recovery. In such circumstances, remote learning would not be offered.

Neither will remote learning be offered where a child is away from school for a family related matter such as a celebration, or as a result of lateness to school for some reason such as an event the previous evening. If there is sufficient prior notice of an absence, work may be able to be sent home via email, following discussion and agreement with the Deputy Head Academic or Director of Studies.

Parents should be aware of the additional burden that blended learning places on teachers and other learners. It is a situation which should be avoided unless necessary.

If a child is accessing lessons remotely, the usual behavioural expectation would apply. Children should also be aware that the teacher will have other children to look after and duties throughout the day. They are unlikely to be available for catchups and dialogue in-between lessons or at breaktime.

Parents should not engage with teachers during a lesson unless there is a technical problem. The teacher will try to find a solution to the problem very quickly. If this is not successful, the teacher should continue to teach the rest of the class. The parent should then email Graeme.harris@obh.co.uk for technical support. This recognises the teacher's priority in engaging with the majority of learners.

Under no circumstances should parents engage on subject content or the planning and delivery of lessons. If parents have a concern or complaint, they should contact the teacher via email to arrange a discussion, followed by communication with the Deputy Head Academic and then the Complaints Policy if necessary.

Absence through injury

Where a child is absent through injury such as a broken bone, but they are otherwise well in themselves, it may be sensible to access lessons remotely for a period of time. Each request to do so will be taken on a case-by-case basis with the aim of always being to support the learner as best we can. The final decision will rest with the School.

This policy is subject to continual review.