



The British Junior Academy of Brussels

Distance Learning Policy

Revised November 2021



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Distance Learning Policy

This policy applies to the whole school including Early Years.

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## 1.0 Rationale of policy

At BJAB, we believe that children under our care should access a challenging and stimulating curriculum – even if they may not be able to attend school for an extended period of time.

## 2.0 Aims

Our aims for this policy are to:

- Provide a workable solution to pupils who may not be able to attend school for an extended period of time due to personal circumstances (e.g. long-term illness, an extended time away from formal schooling);
- Provide a workable solution to pupils where the school is legally obliged to close for an extended period of time (e.g. terrorist attack, pandemic);
- Ensure clarity over possible learning experiences in the aforementioned contexts;
- Ensure high-quality and purposeful monitoring and feedback of pupils' learning in the aforementioned contexts.

## 3.0 Safeguarding during distance learning

Please refer to BJAB's Safeguarding Policy (in particular Appendix 10). It is imperative that all staff are familiar with this policy and follow these guidelines.

## 4.0 The decision to provide distance learning and its procedure

The aim of distance learning is to not provide homework for an occasional day or two of illness/absence. Instead, it is designed to provide a continuous learning experience to pupils who are unable to attend school for an extended period of time.

Ultimately, the Headteacher will decide in which cases this distance learning protocol will be applied. If a school-wide decision is made to provide distance learning, the following procedure will be adhered to:

- The Headteacher will announce to all stakeholders of the school that the school will be closed but will be operating its distance learning protocol. The length of the protocol will be shared.
- A 24 hour 'grace' period will apply before Distance Learning begins, to give time for teachers to prepare the necessary resources. In the meantime, parents and pupils may wish to use the 'Interim Homework Guidelines' (Appendix 1) for reference.
- Teachers will provide activities on the online platform (detailed in section 4.0) according to the following timetable:

Early Years Foundation Stage

Reception

Day	Tasks set for subject
Monday	Phonics, English, Mathematics
Tuesday	Phonics, English, Mathematics
Wednesday	Phonics, Understanding the World, Personal/Social/Emotional Development
Thursday	Phonics, English, Mathematics
Friday	Phonics, Mathematics, Expressive Arts and Design

\*(Pre-)Kindergarten will assign a one key task every day, based on the areas of learning above.

Years 1-5

Day	Tasks set for subject
Monday	French, Mathematics, Science
Tuesday	English, Topic Mathematics
Wednesday	Mathematics, English,
Thursday	Science, Computing, French
Friday	English, Phonics or Reading, Topic

Years 6-7

Day	Tasks set for subject
Monday	Mathematics, Science
Tuesday	English, French, Humanities

<b>Wednesday</b>	Mathematics, English, Classical Civilisation
<b>Thursday</b>	French, English, Science
<b>Friday</b>	English, Mathematics, Humanities

## 5.0 Task setting and completion for pupils

The school uses an online learning platform called Seesaw for Distance Learning. It is accessible via either a mobile/tablet application or through the website <https://app.seesaw.me/#/login>.

Pupils are given a QR code to keep at home with their login details, in case they need it. A copy of the QR code is also available on the Parent Billboard.

As per our ICT Acceptable Use Policy, pupils will be expected to use the online platforms purposefully and sensibly. Any misuse may constitute a serious offense.

### Ensuring purposeful and high-quality tasks

Tasks will be based on current and future planning and outcomes for pupils – please consult the Curriculum Policy. Teachers will produce plans using either the Distance Learning Checklist for EYFS (Appendix 2) or the Distance Learning Task Base (Appendix 3)

### In Early Years Foundation Stage

Activities related to learning will either be a) given in paper form in advance, or b) assigned through Early Essence. Parents are made familiar with how to use this system and how to upload evidence.

### In Key Stage 1

For each week where distance learning is in place, pupils will log into Seesaw and complete tasks assigned. After the grace period, tasks are assigned daily.

Some tasks will involve consolidation and will involve playing a game on a learning platform (e.g. Mathletics). Other tasks will involve acquiring new learning and skills, and will use mainly audio-visual and interactive materials to help develop this. Pupils will be asked to create a piece of work either on paper or electronically, depending on the task. The Seesaw platform allows for a variety of ways to show the work done, and to communicate with the class teacher about the work. The class teacher will also have the ability to respond back to any communication.

As one would expect, pupils of this age would need support in accessing the tasks set and in communicating with the teacher about any specific issues.

### In Key Stages 2 and 3

For each week where distance learning is in place, pupils will log into Seesaw and complete tasks assigned. After the grace period, tasks are assigned daily.

Some tasks will involve consolidation and will involve playing a game on a learning platform (e.g.

Mathletics). Other tasks will involve acquiring new learning and skills, and will use mainly audio-visual and interactive materials to help develop this. Pupils will be asked to create a piece of work either on paper or electronically, depending on the task. The Seesaw platform allows for a variety of ways to show the work done, and to communicate with the class teacher about the work. The class teacher will also have the ability to respond back to any communication.

Pupils of this age are developing their independence and so should be able to understand and access the tasks without adult help. Of course, some children may need some adult help to access the tasks set.

## 6.0 The role of staff during a period of whole-school Distance Learning

Should a situation arise where the school has to launch a period of distance learning, all staff will be expected to play an active role in facilitating Distance Learning as per their contract. Specifically:

The Senior Leadership Team will:

keep abreast with any developments that affect the longevity of Distance Learning;

- monitor, support and guide other members of staff to ensure the effectiveness of Distance Learning (see section 6.0);
- carry out realistic strategic and administrative tasks as part of their roles;
- carry out other reasonable tasks as directed by the Headteacher.

Teachers will:

- plan and document activities on a weekly basis for Distance Learning (see section 6.0);
- set tasks on daily basis from their weekly plans;
- monitor pupil activity on Seesaw and provide feedback to pupils and parents as appropriate;
- report any concerns or queries about Distance Learning to members of the Senior Leadership Team;
- provide feedback to pupils and parents: **NB teachers will not be expected to respond to parental concerns as parents will first contact the administrative staff.**
- carry out other reasonable tasks as directed by the Head of Curriculum and Assessment or the Headteacher.

Learning Support Assistants will:

- provide targeted support and resources to identified individuals;
- provide support to teachers as and when needed;
- carry out other reasonable tasks as directed by the Head of Pastoral Care and Special Educational Needs and Disabilities or the Headteacher.

Administrative staff will:

- remain the main point of contact to parents and carers;
- continue carrying out admission, record-keeping and other processes;
- liaise with members of staff on site (if applicable);
- carry out reasonable tasks as directed by the Headteacher;

Domestic staff will:

- if possible, remain on site to carry out key monitoring and safekeeping activities of the school.

## 7.0 Ensuring preparedness and effectiveness of Distance Learning

The context for distance learning can be sudden, unexpected and urgent. Therefore, it is important that all stakeholders have an awareness of how distance learning should function.

The following steps shall take place in order to maintain a high level of preparedness for distance learning:

- this policy is shared with teachers/parents/carers annually;
- pupils take part in a 'distance learning in school' day termly. This is to ensure that teachers can trial the

effectiveness of the approach taken by the school.

- appropriate training and briefings are offered to various stakeholders (this may be face-to-face or distance itself) to ensure a common understanding of its rationale and its procedures.

In addition to preparedness, it is important that the distance learning is effective for promoting good pupil progress and outcomes. This is ensured by:

- daily opportunities for parents/carers/pupils to communicate to teachers about the work set;
- weekly opportunities for teachers to communicate feedback to the Head of Curriculum and Assessment;
- weekly opportunities for the Head of Curriculum and Assessment to monitor and give feedback to teachers regarding the quantity, quality and depth of tasks set;
- weekly opportunities for the Head of Pastoral Care and Special Educational Needs and Disabilities to monitor and give feedback to teachers regarding the suitability of tasks sets for individuals with a specific SEND statement.
- the Headteacher may also receive further feedback and requests from parents, which will be factored in when continuing with distance learning.

**8.0 Links to other policies**

- Please consult the **Curriculum Policy** for further information about the rationale, breadth and depth of study.
- Please consult the **ICT Acceptable Use Policy** for guidance on use of online platforms at school.
- Please consult **individual subject policies** for further information about the specific schemes of work.

This policy is the responsibility of Sarah White, Headteacher.	
Sarah White, Headteacher: .....	
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## Appendix 1



# Interim Homework Guidelines

Should your child be ill or not at school, please find a list of general homework links that may help. Feel free to explore the different subject areas as appropriate to your child.

### Key Stages 1 and 2

**Mathletics – your child has an individual log-in.**

<https://login.mathletics.com/>

**BBC Bitesize**

<https://www.bbc.co.uk/bitesize/primary>

<https://www.bbc.co.uk/bitesize/levels/zc9d7ty>

**Woodlands Junior Homework Help**

<http://www.primaryhomeworkhelp.co.uk/>

**Youtube Kids**

<https://youtube.com/kids/>

**Spellzone**

<https://www.spellzone.com/>

**British Council Grammar Games**

<https://learnenglishkids.britishcouncil.org/grammar-practice>

**ICT English & Maths Games (EYFS and KS1)**

<http://www.ictgames.com/>

**Maths Games (KS2)**

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**Other activities for your child to do:**

- reading their library book/books at home and recording this in their reading record;
- completing book reviews for the BJAB Reading Challenge
- any sort of research or work related to Topic or Science

*...continued on Page 2 for Early Years Foundation Stage resources*



## Interim Homework Guidelines

Early Years Foundation Stage

### **General resources**

[www.busythings.co.uk](http://www.busythings.co.uk)

[www.primarygamesarena.com/Years/EYFS](http://www.primarygamesarena.com/Years/EYFS)

[www.crickweb.co.uk/Early-Years.html](http://www.crickweb.co.uk/Early-Years.html)

<https://global.cbeebies.com/>

### **Phonics/Literacy resources**

Mr Thorne Does Phonics ([on YouTube](#))

[www.phonicsplay.co.uk/freeIndex.htm](http://www.phonicsplay.co.uk/freeIndex.htm)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.oxfordowl.co.uk/for-home/](http://www.oxfordowl.co.uk/for-home/)

[www.funwithspot.com](http://www.funwithspot.com)

[www.ictgames.com/looCoverWriteCheck/LCWC\\_demo/index.html](http://www.ictgames.com/looCoverWriteCheck/LCWC_demo/index.html)

[www.britishcouncil.org/kids-songs-little-kids.htm](http://www.britishcouncil.org/kids-songs-little-kids.htm)

Hairy Letters and Hairy Phonics (apps)

### **Numeracy resources**

[www.ictgames.com](http://www.ictgames.com)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

### **Understanding the world**

[www.sebastianswan.org.uk](http://www.sebastianswan.org.uk)