

ST. DAVID'S HIGH SCHOOL

Distance Learning Policy

Reviewed October 2025



RATIONALE:

All learners should be supported to return to education in a positive frame of mind to continue as seamlessly as possible with their learning. To make this happen we will:

- keep all children safe and well.
- ensure children who are at most risk are being supported.
- support the wellbeing of the education workforce.
- allow children to access learning through digital or other accessible methods in a practical and uncomplicated way.
- ensure all partners have a shared understanding of how effective distance learning can provide a breadth of learning experiences.
- ensure parents have access to guidance to understand their role in supporting their children within distance learning.
- ensure effective contact and communication to support the wellbeing and basic skills of learners.

SUPPORTING STAFF TO DELIVER DIGITAL LEARNING

As part of developing and implementing the distance learning strategy, the school will work with staff to identify opportunities for supporting leaders and teaching staff. This will involve building on our current good practice

- technical guidance and operational support to cover use of Google Classroom and other learning platforms to ensure digital safeguarding for all.
- accessing web based Professional Learning in using digital technologies.
- support for using accessible platforms such as Microsoft Teams and Google Meet.
- modelling what the experience and provision should look like for different ages and abilities.
- looking at alternative ways to support learners and parents who do not have access to digital technology.
- developing learning experiences that best suit the conditions of the learner and the parent; and where possible, supporting teaching staff to build upon existing collaborations to support this learning across the school.

CONTINUITY OF LEARNING MODEL

RATIONALE

- Provide flexibility to pupils, parents, carers and teachers by providing a model that focusses on three or four tasks a day. It is also vital that we promote physical exercise and pupil wellbeing.
- Offer flexibility around parental work commitments, home-based resources promoting pupils' independence to be able to make their own decisions when planning their work programme.

- Ensure that pupils can continue with their education, but there is no need to emulate the timetable and organisation of a school at home.
- Ensure equity of provision so all pupils of all abilities and family backgrounds can access the learning.
- Ensure that KS4 pupils can continue to develop the knowledge and skills needed to complete their qualifications.
- Offer models that enable pupils to cope with distance learning and ensure they are ready for learning when they return to school.
- Encourage regular feedback to pupils.
- Ensure that all pupils and parents have access to support from nominated persons of contact in school.

SCHOOL TO ISSUE THE FOLLOWING GUIDANCE TO PUPILS:

- Remember to follow your daily plan for your wellbeing, physical and social activities. Personal time to relax is important.
- There is a suggested timetable if you would like a routine but of course you can complete the activities at a time that suits you and your family.
- The resources and directions can all be found on the school website and Google Classroom.
- The work will also include details of how and when you can contact a teacher if you need help.
- Enjoy the activities and have fun!

SCHOOL TO ISSUE THE FOLLOWING GUIDANCE TO PARENTS:

- Support and reassure your child. We do not expect you to be teachers.
- Please encourage your child to follow their daily plan for wellbeing, physical and social activities.
- Our plan suggests three sessions of work per day, available on (Google Classroom).
- Not every subject is covered every day. You and your child can use the suggested timetable if a routine helps.

Suggested Year 10 Learning Model – 1 week timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--|---|--|--|-----------------------|
| Morning | | | | | |
| Session 1 | English | Mathematics | Science | Welsh | PE, PSE and Wellbeing |
| Session 2 | Free Choice | English | Mathematics | Science | Free Choice |
| Lunch | | | | | |
| Session 3 | Option A: Art, French, Geography, Skills Challenge | Option B: Child Dev., History, PE, Skills Challenge | Option C: Music, ICT, Food, Skills Challenge | Option D: Product Design, Travel & Tourism, Drama, Triple Science, Skills Challenge. | RS |

Each session to last a maximum of 1 hour. Target time 45-50 minutes.

This is only a suggested learning model and pupils, parents and carers should adapt it to fit their own learning needs. A similar model could be used for Key Stage 3.

- The activities can be completed at a time that suits you and your family and your work commitments.
- Everything your child needs in terms of guidance should be on our website or digital platform, but teachers can be contacted for additional guidance.
- If you as a parent need support or have any questions contact the school.

AS A SCHOOL WE WILL:

- Allocate a key person in school that will have an overview of distance learning provision.
- Ensure that the provision allows access to every pupil and resources are available at home to continue with their learning.
- Ensure coverage of all subjects during a week and set appropriate tasks and a balance of online and offline activities.
- Ensure that the provision allows flexibility for pupils to complete their activities at a time that suits the home.
- Provide guidance and instructions to both pupils and parents on expectations of each activity
- Allocate a subject teacher or Head of Year that will be the contact for pupils and parents for subject specific support.
- Ensure that there is an online safeguarding policy in place and it is understood by all staff.

RATIONALE FOR HEAD, TEACHERS AND GOVERNING BODY:

- Research suggests 3 hours' school work might be sufficient in a distance learning day. The model can be easily adapted to include more or less.
- When learners have some choice over what to do and how to present their work, they are more likely to be motivated to do it.
- The model suggests work is organised into 3 sessions a day, which can be taken in blocks or split up.
- Three sessions of work are allocated to every day, the free choice element allows the learner to swap and change within the week.
- This model assumes that there is a dedicated folder on the school's Google Classroom, for each week's lesson.
- In the Google Classroom each subject will 'drop' its work in, with the subject, task.
- As part of the model, there will be suggestions for weekly leisure, exercise and social activities, to be worked into the week as the learner and parent choose.

OUTCOMES/IMPACTS

- Our model for distance learning is effective and accessible to all our learners.
- Teachers use and adapt the model to support distance learning for a range of different learner competency and accessibility.
- Teachers, through professional learning, move gradually towards being leaders of distance learning.
- Learners, by developing skills as they work, move gradually to be collaborative learners.
- All learners engage in learning by following a suitable distance learning model.

S. Richardson

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