REMOTE EDUCATION POLICY

POLICY CONTROL	
Responsible Governor Committee:	Standards and Curriculum
Approved by Governors:	Spring 2021
Review Date:	Spring 2022

Our school policies are written with the objective of realising our vision:

'Believing we can achieve'

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES
Adderley and Moreton Say Church of England Primary Schools values:
Respect • Thankfulness • Courage • Kindness • Perseverance • Friendship •Forgiveness Patience • Responsibility • Truthfulness • Trust

Adderley and Moreton Say Church of England Primary Schools will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world they live in, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

As a church school, our ethos is underpinned by a commitment to Christian values. The **ethos statement** from our Instrument of Government states:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.'

REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All pupils have access to our online platform Seesaw https://web.seesaw.me/ via a personal password. Work will be uploaded to this platform daily.

Pupils will be given a personal workbook to do their work in. This workbook contains passwords for all online websites needed for their work.

Paper work packs will be available to collect from school for those parents who need them.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. The core learning objectives will be the same whether pupils are learning at school or remotely, but the activities set may be adapted to make it easier to access resources for home learning. For example, lessons planned in science or art at school may include resources our learners do not have access to at home. Where, for example, science experiments would be difficult to recreate at home, links may be made available instead to online video demonstrations. Where art lessons might require specialist art materials, different activities will be set instead.

REMOTE TEACHING AND STUDY TIME EACH DAY

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

YN   Optional but up to 3 hours per day provided

YR and Y1   3 hours per day

Y3 – Y6   4 hours per day

ACCESSING REMOTE EDUCATION

How will my child access any online remote education you are providing?

Daily work and timetables are uploaded to https://web.seesaw.me/. Your child has a password for this site.

Your child may also have passwords for the following sites:

- Mathletics   Y1 - Y6 maths

- Mathsframe   Y1 - Y6 maths

- Accelerated Reader   Y2 - Y6 reading

- MyOn   YR - Y6 reading

- Spellingframe Y2 upwards   spelling

- Purple Mash   Y1 - Y6 computing, English, maths. science; Early Years

- Languagenut   Y3 – Y6French

- Digimaps   YR – Y6Geography mapping service

- Yumu (Charanga)   YR – Y6Music

We link to these learning online resources regularly, but passwords for these sites:

- Oak Academy All ages   National online learning hub

- BBC Bitesize   All ages   National online learning hub (and TV provision)

- Literacy Shed All ages   Literacy video and picture clips for writing starters

- Oxford Owl   All ages   English tips for parents and reading links

- Numberblocks YN and YR   Number

- Topmarks   All ages   Maths and English practice through games

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

School can arrange for parents who do not have access to a suitable device (laptop or tablet) for their child to use for home learning during lockdown to borrow a school laptop. These laptops need to be set up by our IT provider to work at home, so it is important that parents contact us as soon as possible if they need to borrow a device. Parents to contact the school office for help, either by phone or by email.

Schools can request routers and dongles from the DfE for families who do not have an internet connection. Please contact the school office if you need help with internet access.

Several leading mobile phone providers are also offering unlimited data packages to families during lockdown for the purposes of remote education. Please contact the school office if you need more information about this offer.

We know that for some families internet connection is poor, and new routers or dongles will not improve their internet access. For any families struggling to get online we can provide paper versions of the work packs.

For pupils who are having difficulty uploading work for feedback from the teacher we can offer the following options:

- bring the work in to school (by appointment, not drop-in due to lockdown) and we will upload it for you so that you still have an online record;
- email the work to us e.g. as photos from your phone and we will feedback /upload from this;
- bring the work in to school and we will give verbal feedback over Teams or over the phone;
- bring the work in to school and we will give written feedback by email or via the workbook itself.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. The approaches we use depend on the age of the children, the needs of groups and individuals. And the capacity of our staff depending on the ratio of children who are working from home or remotely at any one time. This may vary from day to day and depending on staff absence due to isolating and other factors. Staff will maintain as much live and video contact as is possible in their working day under these circumstances. Staff will aim to make 'live' contact at least once per day whenever possible.

Approaches we use include:

- short live teaching sessions (online lessons) using Teams

- recorded teaching - video/audio recordings made by teachers

- live PSHE/well-being lessons once per fortnight conducted through Teams

- recorded teaching by other parties (e.g. Oak National Academy lessons, BBC Bitesize)

- printed paper packs produced by teachers (e.g. workbooks, worksheets) as needed

- reading books pupils have at home – books can be changed weekly by appointment with school

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities. Where a research approach is used teachers will provide web links so that pupils are not expected to conduct 'open-ended' searches on the web.

ENGAGEMENT AND FEEDBACK

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Schools expect parents to ensure that their children engage in remote learning set by their teachers each day. We know this will be a challenge for some families and will do all we can to help.

You will need to support your child to access the Teams meetings arranged by your child's teacher and if they are younger, to access and upload their work onto Seesaw.

You may find it useful to set a specific timetable each day, so that children know what to expect e.g. 9:00 am English, 10:00am break etc. Teachers have not been this specific as we are aware that different families have different circumstances.

If your child is having difficulty focusing, break up the learning sessions into smaller parts e.g. 20 mins/half an hour with a break and then return to the activity.

At school we start the day with the Daily Mile – a running activity to help concentration. Try Joe Wicks PE sessions or something similar to aid concentration for written sessions.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers check each pupil's Seesaw account every day and provide feedback on the work uploaded. If staff do not see work uploaded, they will make contact with the parent, either by phone, Teams or email to find out what difficulties parents and pupils may be facing and to offer support.

Teachers will note attendance at daily Teams meetings and follow up with parents of those who miss more than one session without explanation.

Parents need to be aware that as some staff are working remotely, they may be using their own devices and so caller ID on phone calls may be suppressed. Calls may appear as an unknown number.

Schools have a duty to inform the Education Welfare Service of any families causing concern. This would include families not engaging in remote education. The Education Welfare Service offers support to schools in checking on the welfare of any families who are hard to reach.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- daily personal written comments on Seesaw relating to work uploaded
- use of video or sound comments
- feedback during Teams meetings
- targeted planning following marking of pupils work when misconceptions and errors identified
- follow up group work when common errors identified
- pupils self-mark using answer sheets and feed back to teachers
- self-marking online platforms, where teachers can see activity and progress reports e.g. Mathletics, Accelerated Reader.

In addition to this, teachers will contact parents fortnightly via parents' preferred method (phone, Teams, email) to talk about their child's progress.

Parents' consultation meetings will be set termly, as usual, and conducted via Teams or by phone.

See also SEND section below for SEND pupils.

ADDITIONAL SUPPORT FOR PUPILS WITH PARTICULAR NEEDS

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- suitably differentiated work to match pupil's needs
- SEN packs made and sent home to support individual targets. E.g. specific handwriting write-on cards, phonic and maths flash cards etc.
- More frequent check-ups via phone or email to parents of SEN pupils.
- 1:1 and small group targeted intervention over Teams
- IPM reviews termly with parents over Teams, phone or email.

REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child is self-isolating, we will try as much as possible to match the curriculum content we provide for your child's home learning to what is being taught in school. Where this will differ is when resources that are being used in school cannot be replicated at home. E.g. if in school we were using science or art resources which were not available at home. Teachers would then find online resources which as closely match what was happening in school as possible. E.g. from Oak Academy, BBC Bitesize etc. Remote learning would be provided either by your child's Seesaw account or via parent email.

Feedback would be as described for home learning above.