Remote Learning Policy

2022-2023

Policy Reviewed on:	October 2022
Policy to be reviewed on:	October 2023

Statement of intent

At **St Thomas CE (VC) Primary**, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.

- Ensure provision is in place so that all pupils have access to high quality learning resources.

- Protect pupils from the risks associated with using devices connected to the internet.

- Ensure staff, parent, and pupil data remains secure and is not lost or misused.

- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

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 page.

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?

- Refer to year group pages on the website

- Refer to on going online learning (time table rock stars, oxford owls)

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 acknowledge that our offer will be different depending on the number of pupils working remotely.
- We endeavor to offer broadly the same curriculum remotely as we do in school but with a greater focus on English and Maths.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, adaptations will be needed in some subjects. For example where it is difficult to provide all resources or practical support.

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:

EYFS	No required timings but we aim for 2 hours. These hours should be spread across the day and will involve a mix of directed learning and independent work.
Key Stage 1	Three hours These hours should be spread across the day and will involve a mix of directed learning and independent work.
Key Stage 2	Four hours These hours should be spread across the day and will involve a mix of directed learning and independent work.

Accessing remote education

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

- Seesaw

- White Rose Maths

- Oxford Owls

- School Website

- Oak National Academy Lessons

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:

- If available laptops will be loaned by school with priority given to pupil premium pupils
- If available dongles will be loaned with priority given to pupil premium pupils
- As an alternative, paper activities will be provided on a weekly basis- parents can return completed work and collect new work on agreed day. We acknowledge that pilus relying on paper activities will be missing out on key teaching and will increase phone calls and contact to reflect this.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely.

- Online contact for PSCHE/well being via teams/zoom (Feedback from previous remote learning informed us that parents working hours and shared equipment meant timetabled live teaching was very challenging for parents to support)

- Recorded teaching by our own staff/commercially produced lessons

- Printed paper packs produced by teachers

- 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 (as per the schools full opening guidance, schools full opening guidance, schools are expected to

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?

- Pupils should engage with our remote learning on a daily basis – at a time in the day appropriate for each family
- Parents are expected to support pupils to access and engage with learning and to communicate with school if facing barriers/challenges

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

- Teachers or support staff will check in daily with pupils either via remote learning platform or phone calls
- Teachers will text/call if they are concerned about engagement levels – this is to offer support and to remove barriers/challenges.

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:

Teachers will use feedback appropriate to the task and will be a combination of
- Written comments
- Likes
- Voice messages
- Individual corrections
- Emails

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:

- Maintain contact with key adults through digital platforms
- Adapted class work or bespoke learning depending on need
- Adapted hours
- Adapted expectations for written/formal methods f recording

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?

In the case of an individual child isolation the teacher will rely on the use of seesaw to share learning. Children in self isolation will work a day behind pupils in class so photographs and examples can be included. There ill be an increased reliance on commercial websites and ongoing key skills learning but pupils will still have access to the full curriculum albeit adapted to circumstances.