



Remote Learning Platforms and On-line Resources

- We use Tapestry for children in the Foundation Stage and Seesaw for children in Key Stages 1 and 2
- Children in Years 1 – 6 use Times Table Rock Stars to support fluency in maths
- Children in Years 2 – 6 use myON to provide access to digital books to facilitate regular reading of appropriately challenging books
- All children have access to Spelling Shed and Letter Join to support spelling and handwriting

The Curriculum

- We continue to follow our 2 year curriculum cycle
- There is high quality planning with a well-sequenced curriculum so that skills and knowledge can be built upon
- We use a focus text in English in all classes
- We follow White Rose maths planning
- We provide opportunities for enrichment activities e.g. cooking, games, challenges, etc

Provision of Resources

- Every child is provided with a stationery resource pack to ensure they have the equipment for their learning – a plastic wallet to keep everything organised and tidy; pencils, coloured pencils, handwriting pens (KS2), ruler, rubber, glue stick, sharpener, maths exercise book and a lined exercise book
- Hard copy work packs are provided weekly for parents who request these as this works well and engages some children better than online learning
- Children who do not have access to devices to enable them to complete online learning are identified and DfE laptops or donated devices are offered where possible

Chilham St Mary's CE Primary School Our Remote Learning Offer

Live Interactions and Communications

- Regular weekly Zoom meetings with the class teacher and teaching assistant, either as a whole class, or year group specific, for a teaching focus or wellbeing catch-up
- Telephone calls to any families where children are not regularly engaging with remote learning
- Where required, we still have face to face meetings with parents to provide further support

Safeguarding

- All staff have read KCSIE 2020 and understand their responsibility for safeguarding
- All staff have read our Remote Learning Acceptable Use Policy
- A Designated Safeguarding Lead is always available for staff to share or report any concerns
- Class teachers maintain a record of children's engagement in remote learning
- Staff monitor children to identify who may need additional nurture or support
- We offer personalised support for our children and families, taking into consideration their circumstances and individual needs

Additional support for pupils with particular needs

- Contact from the class teacher and/or the SENCO to offer advice and support
- Access to online learning that has been set for other year groups where appropriate
- Paper based activity packs can be provided to those who may find accessing online learning a challenge or not appropriate for age/stage
- Supporting liaison between home and the Specialist Teaching and Learning Service
- Facilitating online meetings with external agencies where appropriate i.e. speech and language
- Continued support from the SENCO with regards to applications and filling in forms for health referrals

Teaching and Learning

- Teachers plan for all subjects and an overview for the week is posted on Tapestry or Seesaw on a Monday morning
- Hard copy work packs, providing the same work that is posted online, are prepared for specific children and are ready for collection from the school office on a Monday
- There are daily English and Maths lessons or activities for the children to access
- All other curricular subjects have one lesson or activity per week for the children to complete – the children can timetable these to suit their own family circumstances but the expectation is for them all to be completed
- We expect that remote education (including remote teaching and independent work) will take pupils broadly 3 hours each day in Key Stage 1 and 4 hours each day in Key Stage 2
- The teachers post teaching videos or signpost to other resources for some subjects when appropriate
- Teachers provide modelled examples to support the children with the work that is set
- Zoom is also used for live teaching
- High expectations are maintained with individual recognition for achievement and progress
- Regular, high quality feedback is given to the children on the work they produce by the class teacher or teaching assistant to ensure they continue to make progress. This may be written or verbal, via Seesaw/Tapestry or Zoom. Feedback is given to children who do not engage on the digital platforms via weekly telephone calls
- Children who use work packs are encouraged to post a photograph of their work on Tapestry or Seesaw so that they can receive feedback. In some cases, completed work is returned to school for marking/feedback