



Chilham St Mary's CE Primary School

REMOTE LEARNING POLICY

Policy agreed: 21st January 2021
Policy review: September 2021

At Chilham St Mary's, we are a diverse, loving community of learners, committed to providing firm foundations where everyone can grow in the knowledge and power of God's love. We encourage and support every individual to explore and achieve their own potential, rooted within our unique, historic environment.

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.

1. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to providing high quality remote learning
- Include continuous delivery of the school curriculum, as well as support of health and wellbeing for pupils
- Support effective communication between the school and families
- Ensure safeguarding remains a high priority

2. Who is this policy applicable to?

- Children and staff who are not permitted to attend school because they, or another member of their class bubble, have tested positive for Covid-19
- Children and staff in the case of a local or national lockdown
- Children and staff who are self-isolating due to contact with a positive Covid case outside of the school community
- Children and staff who are not otherwise able to attend school due to other unforeseen circumstances e.g adverse weather conditions

If a child or staff member is absent because they are unwell, there is no expectation that they complete work until they are fully recovered.

3. Tools/Resources to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools: Tapestry (EYFS only), Seesaw (KS1/KS2), myON (Years 2-6), Times Table Rock Stars (Years 1-6)
- Links to educational sites that offer remote learning opportunities (e.g. Oak Academy, BBC Bitesize, Joe Wicks PE etc.)

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- Regular Zoom sessions for each class
- Each child is provided with exercise books and a set of resources (pens, pencils, ruler etc)

4. Roles and responsibilities

Teachers

When providing remote learning, teachers will be available during the usual school day via Seesaw, Tapestry and Zoom, providing they are fit for work. Teachers will not be expected to respond to parent or pupil messages / emails outside of school hours. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- During a bubble closure or local/national lockdown, teachers will set work for the pupils in their classes. This will be on Tapestry (EYFS) or Seesaw (KS1 and KS2). For KS1 and KS2 it will usually consist of daily lessons for Maths and English, and one lesson or activity each week for RE and the foundation subjects

Providing feedback on work:

- During a bubble closure or a local/national lockdown teachers will provide feedback on work submitted through Tapestry/Seesaw, this may include oral or written comments
- Where work is not submitted teachers will contact parents to ascertain if there are any issues preventing the work being carried out or sent to school
- During a bubble closure or a local/national lockdown teachers will be available during school hours to help with any queries
- During a bubble closure or a local/national lockdown teachers will use regular zoom sessions for teaching and pastoral contact with their whole class.
- During a bubble closure or local/national lockdown, if a pupil is unable to access online learning, teachers will maintain contact via telephone calls to offer support.
- All parent/carer emails should come through the school office account (office@chilham.kent.sch.uk)
- Any concerns or complaints shared by parents or pupils should be reported to the Headteacher – for any safeguarding concerns, refer immediately to the DSL

Teaching assistants and part-time PPA/SEN staff

Teaching assistants and part-time PPA/SEN staff must be available during their usual working hours, excluding statutory breaks. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure. During the school day, they must complete tasks as directed by their Class Teacher, Line Manager or Headteacher.

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Pupils/Parents/Carers

Chilham St Mary's CE Primary School is committed to working in close partnership with families.

- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Should accessing work be an issue, parents should contact school by telephone or email and alternative solutions may be available. These will be discussed on case-to-case basis.
- Using Tapestry/Seesaw, pupils should complete class work daily, to the deadline set by class teachers. The type of task, number of tasks and time required on each task will look different for each year group because of the age and abilities of the children.
- 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 school requests that families be mindful of the amount of posts sent in. Avoid sending multiple posts and videos per task because this takes away the teacher's time from planning and commenting on the children's' work.
- Parents/carers should alert teachers if pupils are not able to complete work.
- The expectation is that parents/carers and pupils are respectful when speaking to staff.
- Parents/carers should seek help, if needed, from teachers using messaging on Tapestry or Seesaw, or telephone or email (office@chilham.kent.sch.uk)

Zoom Sessions:

- Children should attend their regular class zoom sessions, ready and attentive to work, with minimal distractions. Zooms are for the whole class or specific year groups and will refer to that week's work.
- Zoom sessions are not for parents/carers to raise issues with teachers.
- Only pupils from the relevant class should participate in the zoom session (not parents/carers, siblings or others).
- Safeguarding - Zoom sessions should not be recorded at any time by participants other than the organising teacher.

5. Additional support for pupils with particular needs

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:

- 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

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- 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

6. 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.

EYFS

- Weekly activities for Maths and English will be set on Tapestry (minimum of 3 maths and 3 English activities per week)
- Parents will be able to upload images/work completed for teachers via Tapestry or email to the office

Yr 1&2

- 5 English and Maths activities will be set on Seesaw for completion during the week
- Children can continue to access Spelling Shed and Times Table Rock Stars
- The class teacher will signpost additional activities for foundation subjects
- Children and parents can leave private comments on assignments within Seesaw

Year 3/4

Children are to access Seesaw activities regularly, daily if at all possible.

- The class teacher will direct children to lessons and activities for English and Maths and Topic work to be completed and handed in
- Children can continue to access Spelling Shed, Times Table Rock Stars and myON
- The class teacher will signpost additional activities for foundation subjects
- Children and parents can leave private comments on assignments within Seesaw

Year 5/6

Children are to access Seesaw daily.

- The class teacher will direct children to lessons and activities for English and Maths and Topic work to be completed and handed in.
- Children can continue to access Spelling Shed, Times Table Rock Stars and myON
- The class teacher will signpost additional activities for foundation subjects
- Children and parents can leave private comments on assignments within Seesaw

7. Who to contact

If parents/carers/pupils have any issues accessing or completing work, they should contact the class teacher in the first instance via Tapestry/Seesaw if possible, during school hours. For any other issues, they should contact the school office either by telephone or email (office@chilham.kent.sch.uk).

If staff have any questions or concerns about remote learning, they should contact the following individuals:

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- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with IT – talk to the School Business Manager who will raise it with our technical provider (SNS)
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about safeguarding – talk to a DSL

8. Links with other policies and development plans

This policy is linked to our:

SEND Policy

Online Safety Policy

Safeguarding Policy

Health and Safety Policy

Positive Behaviour Policy

Acceptable Use Policy

Remote Learning Offer Summary – see Appendix 1 below



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

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

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

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

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

Chilham St Mary's CE Primary School

Our Remote Learning Offer

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