

St Paul's CE (VC) First School  
Coven


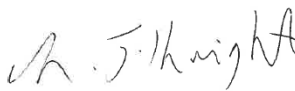
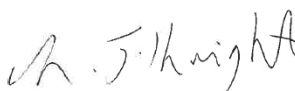


Remote Learning Policy  
Updated January 2023



## St Paul's First School, Coven

### Remote Learning Policy

Comments:	Review at least annually. More frequent if required, or if further lockdown restrictions are implemented.
Signed:	 12/10/2020
Reviewed:	Reviewed on 08/01/2021 following a new national lockdown and school closure for the majority of children.
Reviewed:	Reviewed and changes made on 28/01/2021 to take into account the changes to remote learning from 1/2/21.
Reviewed:	Changes accepted by LAC on 01/02/2021   01/02/2021
Reviewed:	 24/01/2022

Reviewed:

*A. J. Knight*

31/01/2023

## **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?**

For pupils who are self-isolating whilst awaiting test results or because family members have tested positive, class teachers will put work on Seesaw for them to complete for each day that they are at home. This work will mirror the work that the rest of the class will be completing in school on the same day. Work will be marked on Seesaw by the class teacher during the school day, and fix-it tasks and next steps for learning will be set for English and Maths tasks, where appropriate.

For pupils who are self-isolating because of a bubble closure, class teachers will put work on Seesaw for them to complete for each day that they are at home. This work will mirror the work that the rest of the class will be completing in school on the same day. Work will be marked on Seesaw by the class teacher during the school day, and fix-it tasks and next steps for learning will be set for English and Maths tasks, where appropriate.

For pupils who are self-isolating because of national school closure restrictions, class teachers will put work on Seesaw for them to complete for each day that they are at home. This work will mirror the work that the rest of the class will be completing in school on the same day. Work will be marked on Seesaw by the class teacher during the school day, and fix-it tasks and next steps for learning will be set for English and Maths tasks, where appropriate. In addition to the daily work and feedback on Seesaw, class teachers will hold two daily TEAMS 'live' lessons for children to take part in, one at the beginning and one at the end of the school day. One of these sessions will be a social session for children to share news and examples of work they are proud of, as well as for the class teacher to celebrate success and read a class story.

For children who attend the school's key worker childcare provision during lockdown, they will have support from school staff to complete the home learning work that is set for them on Seesaw by their class teacher. Staff in their bubble will mark their work and give feedback where necessary.

For families without access to devices at home, please contact the school office to inform them. Our School Association have obtained some devices that we are able to loan to families during isolation periods.

## 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 have needed to make some adaptations in some subjects.

- Children in Reception and Year 1, and those children in Year 2, 3 and 4 who still access daily Phonics sessions, will continue to receive a daily Phonics session during remote learning. This will either be a pre-recorded video of the child's class teacher or a link to the Ruth Miskin daily session for your child's Phonics group/level.
- Children in EYFS will receive one English and one Maths task to complete at home. Weekly story time sessions will take place to introduce new themes.
- Children in Year 2, 3 and 4 will continue to access their daily Ruth Miskin spelling lesson, with a weekly spelling test on a Friday, delivered during Friday's 'live' lesson.
- Children in Year 1, 2, 3 and 4 will continue to access the same Maths curriculum and units of work as they would in school. This will be in the format of a link to a pre-recorded Maths video clip, a daily worksheet to reinforce the concepts taught in the video, as well as additional reasoning and problem-solving challenges.
- Children in Year 1, 2, 3 and 4 will be set a daily English task. This will consist of: SPAG tasks (spelling, punctuation and grammar), Reading comprehension tasks, writing tasks including a weekly big-write on a Friday morning.
- In addition to daily English, Maths and Phonics/Spelling tasks, children in all year groups will receive one additional afternoon task to complete which will cover the other areas of learning / other subjects, e.g. topic, art, PE, science, etc.
- During whole bubble closures and national school closure restrictions, two daily sessions will be delivered 'live' on Teams; a morning session which will include the build-up session to the daily English task and daily Worship; and an afternoon session which will be more of a social session for children to showcase work, ask questions about their learning, as well as for the class teacher to read a story.

## 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	3 hours per day (maximum) <ul style="list-style-type: none"><li>• 1 hour English, including 15 mins for Phonics</li><li>• 1 hour Maths</li></ul>
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	<ul style="list-style-type: none"> <li>• 1 hour for afternoon tasks which cover all other areas of learning</li> </ul>
Key Stage 1	<p>4 hours per day</p> <ul style="list-style-type: none"> <li>• 1 hour English</li> <li>• 1 hour Maths</li> <li>• 1 hour afternoon work to cover topic, art, PE and science</li> <li>• 1 hour for Phonics, reading for pleasure and practising spellings</li> </ul>
Key Stage 2	<p>4.5 hours per day</p> <ul style="list-style-type: none"> <li>• 1 hour English</li> <li>• 1 hour Maths (including daily times table practice)</li> <li>• 1 hour afternoon work to cover topic, art, PE and science</li> <li>• 1 hour for Phonics, reading for pleasure and practising spellings</li> <li>• Half an hour of independent research</li> </ul>

## Accessing remote education

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

- Daily work will be set on Seesaw for the children to access and complete at home. Most work can be completed and submitted electronically by either writing or typing onto the worksheet provided by the teacher. Other pieces of work can be completed on paper and then photographed, before being uploaded to Seesaw. A lot of work in EYFS may need photographing and uploading to Seesaw by parents.
- In addition to Seesaw, all pupils have a Teams log-in which can be used to access live lessons and 1:1 support sessions with their class teachers.
- Pupils can ask their class teachers for support with their work during the school day by responding to the work that has been posted on Seesaw, or by sending a message on Teams.
- Parents will be kept informed by their child's class teachers with messages through Seesaw, as well as by email.
- Staff will respond to messages from parents during the school day.

### 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:

- We will issue or lend laptops or tablets to pupils who do not have access to devices at home. Please contact the school office if you think you may be eligible.
- We will issue or lend devices that enable an internet connection (e.g., routers or dongles), for families who do not have access to Wifi at home. Please contact the school office.
- For families who access the internet through mobile data, please let the school office know as we have access to a national scheme that can provide you with additional 'free' data for use for home learning.
- All materials can be printed from Seesaw if families do not have online access. Please contact your child's class teacher if this applies to you, and arrange a suitable time for you to collect printed copies of materials from the school.
- If you do not have online access and require printed materials, please arrange with your child's class teacher to return the previous week's work when you are collecting the new set of work in order for them to mark it. They will then return it to you the following time you visit school so that any fix-it tasks and next steps can be completed. Please keep all printed work from home learning in a folder to return to school once your child returns.

## **How will my child be taught remotely?**

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

- live teaching (online lessons) on Microsoft Teams, twice a day in the morning and afternoon
- recorded teaching (e.g. video/audio recordings made by class teachers)
- printed paper packs produced by teachers (e.g. resource packs for RE week, worksheets)
- reading books pupils have at home
- e-books available to pupils, links will be shared with parents on Seesaw
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. Ruth Miskin Phonics, Ruth Miskin Spelling and White Rose Maths
- long-term project work and/or internet research activities

## **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?**

Please see the school's Home-School Agreement for Remote Learning in conjunction with the information contained in this section.

- Pupils are expected to engage in the daily work that is set for them on Seesaw and to inform their class teacher if they need support with any aspects of it.
- We expect pupils to join all online 'live' sessions on Teams, where possible, and to notify their class teacher in advance if they are unable to attend.
- Parents are expected to support their child with home learning and ensure that they join the 'live' Teams sessions with their class teacher. If there is a reason for their child not being able to attend a planned session, we ask that parents notify us in advance of the session.
- If parents are struggling to fit in home learning alongside their own working from home, please contact us and let us know. We are here to support you and will do what we can to help.

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

Staff will log daily engagement with Seesaw tasks and will keep a register of pupils who have joined online 'live' sessions.

Mrs Hodgkins will phone parents each week where there has not been engagement with the work being set, or if pupils have failed to join any live sessions and parents have not notified us of this in advance. We are here to support our families so please let us know if you need our help. We have devices available from the School Association to lend to families who need them, and we can print worksheets and paper copies of resources for families with no internet access or no devices.

### **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:

- Pupils will receive fix-it tasks and next step challenges, where necessary, on their daily English and Maths tasks on Seesaw. In the same way as the children would do if they were in school receiving feedback in their exercise books, we ask that pupils complete any fix-its and next steps the next time they log on, before starting the new work that has been set.
- Feedback will be given in other subjects, when necessary, to address any misconceptions or gaps in learning.



## **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:

- Class teachers will plan daily work for SEND pupils, as they would do if these pupils were in school. Staff will provide families with any additional resources they may need at home to support learning, e.g. resource packs, flashcards.
- For children who receive 1:1 support in school, we will set up one weekly 1:1 Teams 'live' session for your child to talk to their allocated Teaching Assistant, in order to keep some familiarity with their routine.
- The school SENCO will monitor the provision for SEND pupils to ensure that tasks being set are appropriately planned and pitched. Parents can contact the SENCO directly by email if they have any questions relating to home learning.

## **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?**

For pupils who are self-isolating whilst awaiting test results or because they or family members have tested positive, class teachers will put work on Seesaw for them to complete for each day that they are at home. This work will mirror the work that the rest of the class will be completing in school on the same day. Work will be marked on Seesaw by the class teacher during the school day, and fix-it tasks and next steps for learning will be set for English and Maths tasks, where appropriate.

## **Collective Worship**

A daily 'live' collective worship session will take place each morning at 9:00 am as part of the first live lesson of the day. These sessions will follow this format:

- Monday and Tuesday – focus on termly school value
- Wednesday – British Values focus
- Thursday – church themes

- Friday – celebrate and praise