

Biddick Hall Infant and Nursery School



Remote Learning Policy

Date policy approved by Governing body: Jan 2025

Date due for review: Jan 2026

Signed by Chair of Governors: B Foster

Signed by Head teacher: A Willis

Remote Learning Policy

1. Aims

This policy aims to ensure consistency in our approach to remote learning during the Covid-19 outbreak in particular, and sets out our expectations and obligations with regards to remote learning and provision of suitable education in general. The policy aims to provide appropriate guidelines for the use of hard copy and electronic means of remote learning.

2. Background

On 20 March 2020 all schools in the UK closed to the majority of pupils as strict social distancing guidelines were implemented to slow the spread of the novel coronavirus (Covid-19). As a result, Central Government guidance subsequently enacted into secondary legislation meant that all schools must close to the majority of pupils. Pupils whose parents/carers were classed as key workers, or who have an Education Health and Care Plan (EHCP) or who are vulnerable (social worker involvement) were entitled to continue to attend school during the outbreak.

Since September 7th 2020 all children were expected to attend school however with strict social distancing in bubbles in place. In cases where a member of a bubble shows symptoms and there is a positive test result, the bubble are sent home. School leaders and teachers are adjusting to remote learning strategies which may continue long-term. The school is committed to ensuring, wherever possible and reasonable, continuity in pupils' education during the extraordinary circumstances which have dictated the closure of schools with pupils required to stay at home.

This policy outlines the school's approach in managing the demands of remote learning, maintaining continuity of suitable education whilst ensuring that all members of our school communities remain safe.

This policy does not apply to individual students who are unwell and are unable to attend school for short periods or to pupils who take holidays out of published school term time.

3. Suitable provision

Nursery Autumn (self-isolation) –

- **Daily Tasks of Early Reading, Writing and Maths.**
- **3 wider curriculum activities**
- **3 story books**
- **One pot of playdough to support fine motor activities**

Nursery Autumn (class/school closure)

- **Daily Tasks of Early Reading, Writing and Maths.**
- **3 wider curriculum activities**
- **Daily story telling online – links on Google Classroom**
- **Daily fine motor activities – set via Google Classroom**

Reception (self-isolation)

- **Daily phonics, English, Maths and wider curriculum activities – paper based**
- **2 reading books**

Reception (class/school closure)

- **Daily phonics, English, Maths and wider curriculum activities- paper based & work set via Google Classroom**
- **Daily reading activities – set via Google Classroom**

KS1 (self-isolation)

- **Daily phonics, reading, writing, Maths and wider curriculum activities – paper based**
- **2 reading books**

KS1 (class/school closure)

- **Daily phonics, reading, writing, Maths and wider curriculum activities – paper based & work set via Google Classroom**
- **Daily reading activities – set through Google Classroom**

Individual Isolation - Children will have access to paper based activities. To further support the paper based learning, online links are cited. The work is differentiated to meet the age and needs of the children. Telephone calls will be made to support the child and their parent during the period of isolation.

Whole Class and Whole School Closure –

All children will have access to paper based activities. Staff will teach through Google Classrooms uploading pre-recorded videos and, preparing and setting daily work which takes into account the age and needs of all of the children.

The school recognises that all school staff may not all be available to work during this time for example due to illness, shielding or caring for a dependent.

During the coronavirus outbreak, teachers remain responsible for setting work for their pupils and for providing feedback on completed work. Teaching assistants remain responsible for supporting pupils in school with their learning through remote methods. It is acknowledged that teachers and teaching assistants may need to provide cover for other classes where colleagues are absent.

Safeguarding

Keeping teachers and pupils safe when providing remote learning is essential. Remote learning on a large scale is a new experience for both staff and pupils, so it is important that schools include suitable safeguarding procedures for remote learning.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's code of conduct.

Biddick Hall Infant and Nursery School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Biddick Hall Infant and Nursery School will consider the following when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or neutral, devoid of personal photographs or items.
- Any live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Biddick Hall Infant and Nursery School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact the school have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Biddick Hall Infant and Nursery School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding information on its website and social media pages.

Biddick Hall Infant and Nursery School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Biddick Hall Infant and Nursery School will need to be aware of this in setting expectations of pupils' work

4.2. Roles and responsibilities

4.2.1 Teachers

Teachers must be available between 9am and 3pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal procedures between 9am and 3pm on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

Teachers are responsible for:

Setting work:

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum.
- Set differentiated work which meets the needs of all children.
- Working as a year group team to ensure the above work is planned and ready.
- Ensuring consistency of work across the year group.

Providing feedback on work:

- Pupils can send any completed work to teachers via google classroom, email, delivery into school.



- Teachers can respond with feedback if appropriate, Teachers will be available online from 1pm-3pm to respond to children and parents
- Teachers should give feedback on work within 1 working day.
- Teachers will not respond after 3pm on a working day or at weekends.

Keeping in touch with pupils and parents:

- Between 9am and 9.30am daily work will be sent to classes via Google Classroom.
- Emails received from from parents and pupils are to be checked between 1pm and 3pm, Mon- Fri. Emails must be replied to within 48hrs.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary teachers to contact a member of SLT for advice
- Record all contacts with parents on CPOMs and add any relevant actions.
- If there is a safeguarding concern alert the Head teacher.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff, parents and pupils:

- If virtual meetings are arranged follow guidelines on good practise.
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

4.2.2 Teaching assistants

Teaching assistants must be available between 9am – 3pm, Mon to Fri. During this time they are expected to check work emails and be available when called upon to attend school. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely:
- When requested by the SENCO attending virtual meetings with teachers, parents and pupils:

4.2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring and reviewing the work set by teachers in their subject
- Review your current subject in the light of home learning during the school closure.
- Evaluate what changes will need to be made for creating a subject action plan.

4.2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring
- Monitoring email correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
See the COVID-19 amendments to the Child Protection Policy

4.2.6 Pupils and parents

Staff can expect pupils to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

4.2.7 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

5. Remote Learning: “no or low tech” resources to continuing education

The school recognises that not every family and pupil will have access to online resources and we will offer a “no or low- tech” solution to parents and pupils. Send-home resource packs are a manageable, low tech solution to continuing suitable educational provision during the school closure.

We will compile resource packs to be communicated to pupils and mark and assess this work once it has been completed and submitted.



Send-home resource packs should mirror as far as possible any online tasks and activities that are available to the pupils who are able to access online learning, so that each child receives a consistent suitable education.

It is acknowledged that the manner in which children will learn skills may differ between send-home resource packs and online resources, however, it is expected that pupils should be able to learn the same skills regardless of the method of access.

Send-home resources should be prepared ready for collection by parents/carers and should contain sufficient work for at least one week of activities and preferably more than one week worth of activities so as to avoid parents having to make several trips per week to school to collect resource packs.

Appropriate social distancing measures are in place for collection.

Where families are isolating and cannot leave the home due to illness or are shielding, we will endeavour to deliver the packs to pupils' homes.

6. Remote Learning: online generally

There is no expectation on teachers and teaching assistants to deliver live stream or recorded teaching sessions online.

Schools have access to a wide range of online resources and may wish to use their own websites as a broadcast for resources and learning links for pupils and their families to engage with from home. The DfE has published a list of online educational resources covering various subjects and age groups that have been recommended by teachers and school leaders.

7. Remote Learning: support for parents and carers

We will endeavour to identify those families who have no or limited access to online learning resources. These families may be those who have no broadband or 4G internet access in the home, no suitable devices on which to access the internet in the home or who have a larger number of children of compulsory school age who are sharing a device in the home.

The school is committed to supporting schools and families to access remote learning, particularly in circumstances where school closures are likely to persist for some time and will work with parents to ensure that all pupils can access provision using existing ICT estate in schools and through the Government's recently announced, but separate schemes, for digital devices. Pupils who are eligible for digital devices and internet access under the Government scheme are expected to use that scheme rather than the school's scheme.

In the event that a pupil is unable to access online educational content the school will take reasonable steps to intercede. This may include:



- Providing support and advice to parent/carer on how to safely access online content by means other than a dedicated device (such as a laptop or desktop PC). This might include accessing the internet through a web enabled smart TV or games console, family tablet device (e.g. Kindle fire) or a smart mobile phone;
- Loaning a suitably configured device to a pupil or family for the duration of the period of school closure where that family has no or limited access to suitable devices in the home;
- Arranging for the provision of broadband or 4G internet access to the home where no internet access is currently available.

We will endeavour to use existing resources within the school that are presently unused to meet pupil need. It is anticipated that these resources will include iPads, tablets, chromebooks and laptops. It is not thought practicable to lend out desktop PC's.

In making its assessment of need, the school will take into account the number of children in the household and the general availability of devices within the family. Priority for devices will be given so as to ensure that each household has access to at least one viable device and to a broadband or 4G internet connection to access content through that device.

If necessary application will be made to the Council to provide a means of making a broadband connection such as a dongle which places no additional financial burden on the recipient family.

The schools will work with parents and carers to identify families who require a device and/or internet connectivity. The school will assess applications for eligibility to its own scheme which will include:

- the number of pupils of compulsory school age within a household;
- whether the pupil is eligible for Free School Meals;
- whether the pupil has an EHCP;
- whether the pupil has current social worker involvement
- Whether the family are demonstrably "digitally poor";

The loaning of devices and internet connectivity solutions will be dependent upon whether:

- the home has a broadband or 4G internet connection;
- whether the pupil has access to a 4G or similar device to access the internet at home
- the type and number of devices in the home (including / smart TV, tablet, ipad, laptop, desktop PC and web browsing enabled devices such as games consoles and ebook readers)
- The online learning content that is being set by the school and the platform that is being used

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The school will work with families to identify the number of devices that should be loaned to a particular household. The school may not loan devices on a 1:1 basis, but may require families to share a loaned device between their children.

Devices and broadband/4G internet connections will be provided for educational use only and families will not be able to use these items for non-educational purposes. Devices and broadband/4G internet connections will be subject to monitoring by the school for safeguarding purposes using a programme such as E-safe forensic monitoring software. Use of the device for non-educational, inappropriate or unlawful purposes may lead to the device being withdrawn.

Parents/carers who receive a loaned device will be asked to sign up to an Acceptable and Responsible User Policy, Terms and Conditions with a Loan agreement Agreement attached.

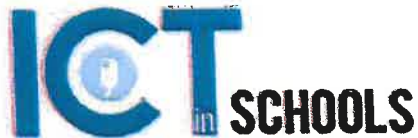
Parents/carers will be responsible for keeping the device safe from damage and must report any damage immediately to their school.

8. Duration and review

This policy will operate for the period of the Covid-19 outbreak and for the period of time whilst schools are closed to the majority of pupils.

At the end of the closure period all devices will be required to be returned to schools within five school days of re-opening for the child who is benefitting from the loan of the device. This is to enable schools to recommence their normal, in-school use of the devices for the provision of education.

This policy will be reviewed as part of the school's ongoing response to the Covid-19 outbreak and in circumstances where there may be a further amendment to Government policy and/or legislation in respect of continuing education provision for pupils.



Equipment Acceptable & Responsible Use Agreement

Please read this Acceptable & Responsible Use Agreement that has been shared with you via email.

If you require a paper copy, please ask the school office, who will provide this for you.

Once you have read and agreed to the terms, please discuss this with your child so that they also understand how they are to use the equipment.

On first start-up of your loan device you will be asked to agree to these terms before your child can access any applications.

Please contact us if you have any questions.

Appendix 1

Loan Equipment Acceptable and Responsible Use Policy

This policy complements and supports South Tyneside's Remote Learning Policy and forms the basis of how the school will loan devices to households. This policy is designed for an equipment loan where the school retain ownership of any device.

At Biddick Hall Infant and Nursery School we are committed to using educational technology to improve further the learning experiences and achievements of all of our pupils. Technology provides us with opportunities to inspire and motivate our young people to achieve their full potential and engage them fully in their learning. We believe that the use of technology will enhance everyday learning and teaching and in particular will:

- Raise educational attainment
- Create a pupil centred curriculum, which will provide engaging pupil centered lessons
- Enable pupils access to the most up to date educational resources
- Raise levels of engagement, motivation and interaction
- Improve facilitation of different learning styles
- Promote remote & independent learning
- Develop children's confidence levels

We recognise and encourage the safe use of technology in the home to promote remote learning.

This policy applies to all pupil users and parent/carers accepting it wherever they are physically located - either within the school or at home. It is intended to complement the school's wider e-Safety, Safeguarding and Behaviour Policies.

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Due to the changeable nature of technology, this policy will be reviewed regularly and as such, the school reserves the right to amend any sections or wording at any time. The following details define the proper use of the device both in and out of school hours.

Device Loan

The school will retain complete ownership of the device.

If a child leaves the school the device must be returned to the school immediately.

Pupils should not loan or share the device with other people without the agreement of the school. Devices loaned and to be shared between pupils can be used by all of the pupils in the household. Parents should not use the device for non-educational related purposes (such as internet browsing, online shopping etc).

Passwords and Logins

Children should take reasonable measures to secure access to the device by using a password.

Children are not allowed to remove the password from the device or share this password with anyone else except their parents/carers, and a designated member of staff (this will be requested during the initial set-up process).

Photographs and Images (still & moving)

Photographs/Images stored on the device must be appropriate; the school reserves the right to randomly check any device for unsuitable content. Recording, photographing or filming of any other children or school staff is strictly forbidden, unless specifically permitted by the class teacher. No images or video material taken in school may be uploaded from any device to social networking sites.

Photos and videos should be deleted regularly by pupils for safeguarding and data storage reasons.

Software and Applications

Children will not be given the ability to install or delete any applications on the device. The device will be locked down so that non-education related applications cannot be installed onto the device.

If this agreement is breached in any way, school may apply additional restrictions to the device to safeguard your child.

Applications provided by the school for educational use, remain the property of school at all times.

The School will provide software on the device. The Software originally installed by the school must remain on the device in a usable condition and be easily accessible

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at all times. From time to time, the school may add or modify software applications. The school's remote management system monitors all devices and may be flagged if inappropriate material is accessed at home. Periodic checks of the device will be made to ensure that students have not removed required software or downloaded applications which are deemed inappropriate (either by their age-restriction or content).

Internet Access

The school will monitor and filter internet access.

The device provided has been set up to filter internet content. It must not be tampered with in any way to try and link to the internet unfiltered through a router or 4g dongle at home

Children may only access the internet through secure access provided by the school. Pupils are not permitted to access the internet via their own mobile connection 3G/4G functionality (or otherwise/ personal hotspotting), as this is unmonitored and unfiltered access.

Biddick Hall Infant and Nursery School will not accept responsibility for personal data that children store on their device. We assure you that we comply with the principles of the Data Protection Act; we will process any data lawfully and fairly and any data held will be kept secure and safe within our managed system and shall process the personal data for the purpose of educational provision, monitoring education provision and for the purposes of safeguarding children, reporting to the Department for Education and the Council.

The school uses Discovery Espresso, Purple Mash and the Google Suite (including Classroom, Docs, Slides and Forms.)

Virtual lessons and contact with teaching staff will only be made using these platforms.

Games, video conferencing and Social Media

Children are permitted to access gaming sites at home on the device providing they:

- Do not violate any terms of this agreement
- Are age-appropriate
- Do not contain social networking of any kind (these sites are not permitted)
- Do not affect the amount of storage needed in order to run applications needed for educational purposes.

The device can be used to join a video conference with the class teacher via an approved platform designated by the school. These sessions will be set up by the school and monitored and controlled by them. Children are not permitted to create or continue in their own video conference sessions using the loaned device.

Social media of any kind is not permitted on the device. Filtering of internet access does not permit access to social media sites, sites with chat facilities, gambling sites, or other sites that are illegal or inappropriate for children.

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Inspection of devices

Pupils may be selected at random to provide their device for inspection so that the school can ensure they comply with the safeguarding measures outlined in this policy.

Procedure for reloading software

If technical difficulties occur, or inappropriate software/applications/content is discovered, the device will be restored to the default factory settings and additional restrictions applied to safeguard your child. The school does not accept responsibility for the loss of any software or data deleted due to a re-format and re-image.

Regular Software Updates

Upgrade versions of licensed Software/Applications are available from time to time. These will be managed by the school.

Device Identification

The device will be labelled in the manner specified by the School. Equipment can be identified in the following ways:

- Serial Number or asset number badging
- The device will be named in accordance with school's procedures, and this must not be changed
- The school may enforce the enabling of Location Services on devices in order to locate devices. This will be used as a security measure to minimise loss or theft

Device Security

All equipment will be managed centrally by the school. This management system allows the school to send out applications, reset passcodes, update software and set restrictions. This management system must never be removed from the device.

The equipment is installed with forensic software that monitors activity on the device. All keystrokes are continually monitored and a report generated detailing any activity that is suspicious or illegal or inappropriate. The report is sent to the designated member of staff at the school, usually the head teacher, who will then decide on what action to take.

The school's acceptable behaviour, bullying and exclusion policies apply to educational activities undertaken through remote learning. Pupils who breach the schools policies and acceptable behaviour standards could be subject to disciplinary action as if that behaviour took place within school.

The school's policies on safe online behaviour apply to educational activities undertaken through remote learning.

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Legal & Proprietary

All pupils and parents/carers should comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If any parties are unsure, they should seek advice. Use or possession of hacking software is strictly prohibited. Violation of the law may result in criminal prosecution or disciplinary action.

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Appendix to Remote Learning Policy

Live Streaming or Videoing lessons

Live Streaming can be a great way to present information or lessons to your students. It is now understood that teachers may use video or live lessons as part of their daily remote learning sessions.

This is what we at Biddick Hall Infant and Nursery School will do:

1. We will only use school controlled collaboration tools, G Suite or Microsoft. We will never use a private email or Google account.
2. Normal AUP rules apply. All communications should be polite and respectful. This is work related, and students and adults should conduct themselves as though they are in a normal school environment.
3. We will set ground rules of when we will be sending work online and be available for communication.
4. We will notify the head teacher of all unusual situations to avoid accusations of impropriety, and where possible to seek approval in advance.
5. We will be mindful that we may be excluding pupils as they might not have the technology or the space to be able to access the resources. We will make every effort to eliminate this as an issue.
6. E Safe is actively monitoring all activity, students and staff should be reminded of this and be aware of it.
7. We will ensure the place chosen to make the video is suitable, ie that it is not in a bedroom or other private place. It may be inappropriate or impossible due to others present in both teachers' and students' homes.
8. A video chat must never take place with only one staff member or student online and those taking part should ensure no personal or inappropriate information is in shot (phone numbers, beds, adult material).
9. We will never broadcast from a personal YouTube channel, and bear in mind that the age for using YouTube is 13.
10. We will ensure that only staff members can start the stream, and only school staff should invite others to join.
11. If we intend to record the session we will seek permission from parents for their child to be in the video. It is not the intention of Biddick Hall Infant and Nursery School to record any of the sessions. Any changes to this must be approved by the headteacher.

12. Parents will be reminded that they are prohibited from recording the session either through the platform or by using a mobile device to screen shot or capture.

13. We will set ground rules of when students can speak. Ask them to mute their mics if in a Google Meet and use the chat window or hand up function for questions.

14. Set the time for the session and stick to it. It should take place during what would have been a normal school day and time.

Remote Education

Information for Parents and Carers



Bidnick Hall Infant and Nursery School

January 2021

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

A pack of work, covering a range of subjects and at your child's stage in development will be available for you to collect. School will inform you when the pack is ready for collection. Work relating to the pack will begin to be uploaded to our online remote classroom.

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. For example, we understand that you will not have all of the same resources we have in school. We can offer limited resources to support learning but not all. Therefore in subjects such as art and, design and technology we have amended the plans. We have offered suggestions of what you may have in the home to support you. PE has to be taught in a different way at home, children will be set daily tasks to keep them active. We cannot offer 1-1 reading so we are uploading online books and extracts from texts. We will also send one reading book home in the work pack. *Please note, the reading book **must** be returned when you pick up your child's next work pack.*

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:

Primary school-aged pupils	Foundation Stage – 2 hours Key Stage One – 3 hours
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

Accessing remote education

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

Your child will have a login for Google Classroom.

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

- There are iPads and Chromebooks which we may be able to loan to you. Please call the school office if you require a device. We may already have this information and therefore, we will contact you about loaning a device. We will also need to know if you have an internet connection at home. If not we will assist you with this.
- We will contact you with a date to collect the device from school. You must read and sign a loan agreement before you take the device.
- All pupils have access to paper copies of work, these are distributed fortnightly.
- If you do not have a device at home your child will complete the paper pack. Your child should complete one activity from each subject on a daily basis.

How will my child be taught remotely?

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

FOUNDATION STAGE

Nursery:

- Daily story telling videos by the nursery staff.
- Daily video links to support your child's fine motor skills.

Reception:

- At 9.30 am - a live morning message with the year group teacher.
- At 2.30 pm – a live / recorded story telling session with the year group teacher.
- In Physical Development, there will be videos and links to help your child stay active.
- In reading, daily videos and links to storytelling. Your child will be given one reading book to practise reading daily.
- In maths, daily instructions and links to videos to support the work in the pack. The teacher will direct you to which piece of work you will need to complete or use from the pack.
- Daily recorded phonics lessons by the teacher with work to complete in pack and in remote learning book.
- In writing, your child will have a Talk for Writing booklet. The Teacher will post work linked to this which may involve a discussion with your child or with some instructions on how you can support your child with writing. The teacher will direct you to which piece of work you will need to complete from the pack.
- In the wider curriculum the teacher will post instructions for the daily work. There may be research to do, videos to watch, documents to read from pack or online. There may be practical work to do e.g. make a toy, build a vehicle.

KEY STAGE ONE

Year One and Year Two:

- At 9.30 am - a live morning message with the year group teacher.
- At 2.30 pm – a live / recorded story telling session with the year group teacher.
- Daily recorded phonics lessons by the teacher with work to complete in pack and in remote learning book.
- Online reading books and extracts from books to be uploaded for children to read and answer questions about.
- To support reading, you will be provided with one reading book. Your child should read this every day.
- In writing, your child will have a Talk for Writing booklet. The Teacher will post work linked to this which may involve a discussion with your child or with some instructions on how you can support your child with writing. The teacher will direct you to which piece of work you will need to complete from the pack.
- Maths teaching will be a combination of teacher recorded lessons, White Rose videos and Oak Academy videos. Teaching is linked to work set in the paper pack. The teacher will direct you to which piece of work you will need to complete from the pack.
- In the wider curriculum the teacher will post instructions for the daily work. There may be research to do, videos to watch, documents to read from pack or online. There may be practical work to do e.g. make a toy, build a vehicle.
- In PE the teacher will direct you to work in the pack and post links to videos to support keeping active.
- IN PSHE (Personal, Social, Health and Economic Education), the teacher will post instructions to support healthy discussions.

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?

Work is set daily and we expect the children to complete the work on a daily basis. Due to your child being of a young age, we rely on your support to deliver remote teaching. It would be of benefit to your child that he/she has a daily routine which includes learning and breaks. To support routine, the children will join the live morning message time at 9.30 am and listen to a story at 2.30 pm. We are also aware of the pressures of parents' work and dealing with family life. Therefore, we accept work at any time of the day as we understand everyone will have a different routine based on work and family commitments.

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

The work is checked daily and we record how much work has been completed. We will send you messages about incomplete work using Google Classroom. If there is a concern about your child's engagement, you will receive a phone call from a senior member of staff who will endeavour to address this issue with you. If your child is not accessing work online we will ring you weekly to ask how your child is progressing with their work.

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:

We will use a range of ways to feedback to your child. If work is of the standard expected your child will receive a short comment or an emoji. This will tell your child that they have achieved in that particular subject.

If your child makes an error or needs to make an improvement, he/she will receive a private comment on their work.

We will ask you to upload videos of your child reading their book on Mondays and Fridays.

There will be group comments which will feedback what went well and what could be improved next time.

There will also be some quizzes set which can give your child automatic feedback.

If your child is not accessing work online, we will assess work through the weekly telephone calls and give you feedback. When the remote learning book is complete, you should return it with the completed work packs. Your child's teacher will then assess their progress.

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:

- All children with EHCP's or in receipt of top up funded support will be offered a place in school (unless they are required to self-isolate)
- All children who are range 3 or above and not in school will receive weekly phone calls from the SENCo (unless they are required to self-isolate)
- Work packs provided will be individualised where appropriate and include scaffolding to support the learning on set on Google classroom.
- Where appropriate a different phonics presentation will be uploaded to different Google classroom.
- Where appropriate additional work will be included in the packs to meet targets of EHCP.
- Where appropriate targets and resources from other professionals working with children e.g. SALT will be included in the packs.

Remote education for self-isolating pupils

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

Your child will receive a pack of work linked to the curriculum being taught in school, this is the same pack which is issued when there are local restrictions. In addition, your child will receive two reading books. The teacher will call you and your child to discuss remote learning and will speak to your child and ask them to read their reading book to them. When the isolation period is over and your child returns to school, please return the completed pack of work.