St Clement’s C. of E. Primary School



Remote Learning Policy – Jan 2021

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Approved by J Parker (Head):

Due for review: September 2021



***Growing Together To Let Our Light Shine***

**Mission Statement:**

**We encourage and inspire children to aim high and challenge themselves in everything they do.**

***As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.***

***(REVIEWED JULY 2019)***

**Our Christian Values**

**Faith, Hope, Love, Respect, Thankfulness, Compassion and Forgiveness**

**(September 2017)**

**DDA STATEMENT**

At St. Clement’s we will aim to:

* **Promote equality of opportunity between disabled people and others.**
* **Eliminate discrimination that is unlawful under the Act.**
* **Eliminate harassment of disabled pupils that is related to their disabilities.**
* **Promote positive attitudes towards disabled people.**
* **Encourage participation by disabled people in public life.**
* **Take account of a disabled person’s disabilities, even when that involves treating a disabled person more favourably than another person.**

**Introduction**

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience ongoing for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school’s usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

Remote learning will be led by the phase leaders in each Key Stage: EYFS- Mrs Rodgers; KS1- Ms Younge & KS2- Mr Thirsk. Any concerns, questions or feedback can be communicated with the above staff through Class Dojo. If you are unable to access the internet or do not have enough devices, then please get in touch, we may be able to help. However, we are providing learning opportunities (paper copies of work, information about learning on the TV) that do not have to be accessed and completed online due to us recognising that not all families have appropriate access.

**Aims**

This remote learning policy aims to:

* Ensure that pupils have meaningful and ambitious work set each day, delivered through a broad and balanced curriculum
* Provide a timetable for pupils which is equivalent to the core teaching pupils would receive in school
* Ensure consistency in the approach to remote learning for pupils who aren’t in school
* Sets out expectations for teachers with regards to providing remote learning
* Ensure that elements of effective teaching are present in remote learning- clear explanations, scaffolding and feedback

**A flexible approach**

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children’s education, however we understand that everyone’s circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way through as much as they are able, at a time that suits them.

In the first instance, work should be provided online through Class Dojo. If families struggle to access this work, then they should let the office know that they require paper copies. This will then be sent out by the office staff. In this case, staff will be expected to provide enough work for the rest of the current week. E.G if a child goes home on a Tuesday then they should be provided with work for Wednesday to Friday. In the case of a wider lockdown and school is only open to vulnerable pupils and the children of critical workers, those requesting paper copies of work will receive their packs every Monday or Tuesday at the latest if we have to send the work through the postal system.

**Remote Educational Provision For Individuals Who Are Self-Isolating or Shielding**

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, the pupil will be given a pack of generic activities to do at home in the first instance. These include, but are not limited to: Handwriting, spelling and phonics activities, SPAG activities, Fast Maths or Arithmetic and Reading activities. This will give staff the opportunity to prepare more detailed curriculum work for the pupils identified.

Class Teachers will provide access to a weekly timetable of remote learning activities. This will be shared through Class Dojo. In the Government guidance on Remote Learning from January 2021, the amount of remote education provided should be, as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for younger

children

• Key Stage 2: 4 hours a day

An **example** timetable can be found below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Activity 1** | Handwriting | RE | PE | SPAG | Reading Task |
| **Activity 2** | Maths (Oak National Academy) | Maths (Oak National Academy) | Maths (Oak National Academy) | Maths (Oak National Academy) | Arithmetic |
| **Activity 3** | Reading + Writing | Reading + Writing | Reading + Writing | Reading + Writing | Spelling |
| **Activity 4** | History/Geog | Science | Music | PSHE | Art |

This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready- prepared high quality online materials (drawing on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages (eg Times Tables Rockstars, Oxford Reading Buddy, Phonics Play etc) which children are familiar with.

We appreciate that some families won’t be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children’s core Maths and English skills. **However, if a child is ill then there is no expectation for them to complete work until they are well enough.**

Staff will endeavour to view and feedback on as much of student’s work as they are able, while balancing their workload inside of school. Students at home should receive feedback at least once a week.

**Remote Educational Provision For Whole Classes**

In the event of a whole class, Key Stage or whole school having to work from home, Class Teachers will post weekly overviews on Class Dojo for their class. This will outline a range of learning activities in the full range of subject areas and contain tasks and links to follow (in any order and at a time that suits across the week). We appreciate that some families won’t be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children’s core Maths and English skills. If a family requests a paper copy, they will be sent this overview that will outline the minimum expectations, Worksheets and resources will be uploaded to Dojo for children to access.

Throughout the day, further posts on Class Dojo will add extra detail or examples as necessary and Class Dojo assignments will be set to ‘collect in’ a piece of work. Staff will approve portfolio posts as soon as possible during a working day and give regular feedback on a student’s portfolio.

Other optional events and enrichment activity ideas will be spread throughout the week to help keep the children engaged and enthused, as well as supporting their social interaction and physical and emotional wellbeing at this time.

**Remote Educational Provision for Children with SEND**

The full timetable given to other children in the class may not be suitable for SEND children, depending on their need. The SENDCO will advise class teachers on the work that can be set for pupils who are on our Special Educational Needs register. Again, the emphasis will be on the key learning of pupil’s Maths and English skills.

**Interaction**

Government guidance as of January 2021, states that: ‘*The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time’.*

St Clement’s will not be delivering ‘live’ sessions for pupils in the case of self-isolation. This is to ensure that workload does not become unmanageable and takes into account the varying levels of technology provided at home for our pupils. The Government guidance also states that; *‘Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.’*

However, we are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers. Pupils can use the portfolio function on Class Dojo to interact with their teachers as can parent/carers as well. Staff are also welcome to post videos of themselves explaining some of the activities if they wish, however this is not an expectation. Staff may wish to use screen recording software such as Loom or Screencastify to further enhance their provision.

During the isolation period, children may receive certificates either from the class staff or from the online service they are using. In these cases, teachers can notify the children of these rewards through Class Dojo. If any member of staff is worried about a lack of engagement with certain children, then they may decide to phone the family to ask about the children’s welfare and whether they are accessing the work set or inform the designated person safeguarding team who can also follow up on certain families. These conversations should be documented in the usual way on CPOMS.

If staff do not have any contact with the family for several days, school should do what they can to get in contact with them. This can be an informal message on Class Dojo in the first instance. If this is not responded to, then staff should ask the office to ring the family to see how they are and if the homework is being completed. If a whole bubble has to shut, then the above will need to happen for key children. In the case of a whole school closure, teachers should keep a record of children they have had no contact with – Class Dojo is an easy example of this. If they have not heard from a child for over a week, staff should ring the family to check everything is well by the end of the second week of no communication. E.G School is closed on the first of the month and the child was seen on this day. If there has been no contact by the 7th, then staff should ensure they make contact by the 14th at the very latest. The reason for this time frame is to ensure that staff have time to contact families in the time they are in school. However, there may be occasions when staff are unable to contact families due to not being in school (EG isolating themselves etc.) In these cases, teachers will ensure that they have passed on this information to their phase leaders to contact the families on their behalf.

Communication between staff and pupils / families must be through the authorised school systems above and not through personal email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding. We would strongly recommend that staff avoid using personal devices and should only use school provided equipment.

**Sites and services**

We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children:

Class Dojo is our main method of communication between school and families and is used for posting daily timetables and text, worksheets and powerpoints, video and photo updates between staff and families. [www.classdojo.com](http://www.classdojo.com)

Differentiated maths activities can be assigned and completed through Mathletics (Whole School) [www.mathletics.com/](http://www.mathletics.com/) and Times Tables Rock Stars (Year 2 to 6) <https://ttrockstars.com/>. As a school, we also have access to Premium White Rose Resources <https://whiterosemaths.com/resources/> and <https://mathsnoproblem.com/>.

Children can access the Oxford Reading Buddy to continue reading ORT books. There are quizzes and short activities on there to help with comprehension skills. <https://www.oxfordreadingbuddy.com/uk>

The Oak National Academy are continuing to provide online learning for all Primary phases and across an increasing number of subjects. <https://www.thenational.academy/>

We may try and make use of other subscriptions as time goes on. Further details will follow as necessary. If you require login details for any of these, please get in touch with your child’s class teacher via Class Dojo.

Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.

**Safeguarding & Remote Learning**

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.

Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the child’s class teacher and school’s Online Safety Lead (Mr Nield) as normal. Parents can do this through Class Dojo messaging or by phoning the school office.

The following websites offer useful support:

• [Childline](https://www.childline.org.uk/) - for support

• [UK Safer Internet Centre](https://www.saferinternet.org.uk/) - to report and remove harmful online content

• [CEOP](https://www.ceop.police.uk/safety-centre/) - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

• [Internet matters](https://www.internetmatters.org/) - for support for parents and carers to keep their children safe online

• [Net-aware](https://www.net-aware.org.uk/) - for support for parents and careers from the NSPCC

• [Parent info](https://parentinfo.org/) - for support for parents and carers to keep their children safe online

• [Thinkuknow](https://www.thinkuknow.co.uk/) - for advice from the National Crime Agency to stay safe online

If parents have any safeguarding concerns that need discussing, they can contact us through the usual channels and one of our Safeguarding Leads will get in touch.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

**Links to other policies (available on the website)**

Safeguarding / Child Protection Policy

Online Safety Policy / Acceptable Use Agreements

Code of Conduct Policy

Guidance For Safer Working Practice For Those Working With Children Data Protection / GDPR Policy