

Remote Learning Policy for Cronton CE Primary School.

(Including Children with Health Needs Unable to Attend School)



Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”

Philippians 4:13

At Cronton CE Primary School we are committed to:

- using a curriculum sequence that allows access to high-quality online and offline resources that is linked to the school's curriculum expectations and follows the school's curriculum for each year group
- giving all pupils access to high quality remote education resources
- keeping children safe whilst learning remotely
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum
- setting tasks so that pupils have meaningful and ambitious work each day in a number of different subjects dependent on their age – 4 hours for KS2 and 3 hours for KS1. (see home learning timetable for each year group)
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject following our school's KEYS curriculum
- providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work (tiered response)
- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- giving daily face to face contact with teachers for those children in Y1-Y6.

1. Statement of School Philosophy

The provision of high quality teaching and learning is at the core of everything we do at Cronton CE Primary School. Our remote learning policy seeks to ensure that this remains to be the case in the event of (i) single pupil self-isolation (ii) classes, year groups or 'bubbles' being required to work at home, (iii) whole school closure due to Covid-19 or (iv) a child who is experiencing a long term illness but is able to complete work at home.

2. Policy Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who aren't in school through the use of quality online and offline resources
- Provide clear expectations of members of the school community with regards to the provision of high quality remote learning
- Secure continuous delivery of the school curriculum
- Support effective communication between school and families and support attendance
- Support the safe use of remote learning resources and equipment

3. Who is This Policy Applicable To?

- A child who is experiencing a long-term illness but is able to complete school work at home.

- An individual is self-isolating awaiting PCR test results for themselves after displaying Covid-19 symptoms or testing positive on an LFT device.
- An individual is self-isolating because of a positive PCR test result for themselves (or due to the fact that they are quarantining after returning from a red list country.)
- A group of children are self-isolating because of moderate prevalence of Covid19 within the class.
- A whole class (or potentially groups of classes or indeed the whole school) is self-isolating following advice from Public Health because of an outbreak of coronavirus.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week

4. Content and Tools to Deliver the Remote Education Plan

Resources to deliver this remote education for individual children and / or class PODS include:

- Third party software and service providers, including online tools for EYFS KS1 KS2 (*including but not limited to, for example, TEAMS, Seesaw*)
- Online tools for EYFS KS1 KS2
- EYFS – Use of Evidence Me and school website to set and respond to individual children’s work.
- KS1& KS2 –Use of Seesaw for Schools to set and respond to individual children’s work.
- Use of Teams for regular class inputs from Y1-Y6
- Use of instructional videos through Oak Academy, White Rose Maths
- Use of collective worship materials and assemblies eg Oak Academy & B Tales and video presentations by visiting speaker known to school and have completed all necessary checks including DBS.
- Phone calls home – By Class teachers and Learning Mentor.
 - For vulnerable children who are self-isolating this will be every few days by the Learning Mentor.
 - For children who are self-isolating as part of the class POD this will be on a weekly basis by staff in the class through the Teams /Seesaw or phone calls for those children who are struggling to engage with remote learning
 - By phone calls on a weekly basis for those children who have been identified as vulnerable by the school or DfE criteria
- Printed learning packs – sent weekly / fortnightly for those unable to access technology
- Physical materials such as story books and writing tools – each child will be given a resource pack to store at home ready to use in the event of self-isolation.
- Use of -
- English – BBC bite size. Oak Academy, Accelerated reader, MyOn, Literacy Shed, Spelling Shed, Oxford Owl, Hamilton Trust
- Maths – White Rose maths, TT Rockstars, Oak Academy Deepening understanding
- Science – Hamilton Trust, Oak Academy, BBC Bitesize, STEM science
- Foundation Subjects – Staff will upload work activities and resources onto see-saw from their own planning, BBC Bitesize, Oak Academy, Digi Maps for Schools, Charanga
- PE – challenges set by the class teacher on a daily including daily mile, basis super movers, shared resources from S. Noblett
- Reading Schemes – MyOn / Oxford Owl

5. Home and School Partnership

Cronton CE Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Cronton CE Primary School will provide induction resources and tips for parents on how to use Teams and Seesaw as appropriate and where possible, provide personalised resources.

Cronton CE will support Parents through the development of Parental guidance for Teams and Seesaw which will be available on the website.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Cronton CE Primary School would recommend that each 'school day' maintains structure.

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.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Safeguarding During a School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL / DDSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL / DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL / DDSL will arrange for regular contact with vulnerable pupils, with additional contact arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored using CPOMs.
- The DSL/ DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

7. Roles and Responsibilities

Teachers

*To note: the suggested responsibilities below relate to **where a whole class/POD is isolating** and would be reduced when it is fewer children isolating and the majority of the class are in school.*

Cronton CE Primary School will provide training and support for all staff on how to use *SeeSaw/ TEAMS*.

When providing remote learning, teachers must be available between 8:30am – 3:30pm

If staff are 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.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the usual timetable for the class had they been in school or the remote learning timetable dependent on the situation wherever possible
 - Daily work will be shared on Seesaw at 9am for the day.
- Providing feedback on work:
 - Reading, writing and maths work, all completed work submitted guaranteed teacher response and comments within 24 hours. Some work such as independent writing may take longer to respond to but will be ready for next lesson
 - All foundation / curriculum tasks submitted teachers will receive a comment by the end of a week.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement. When individual children are self-isolating, class teachers will alert the learning mentor to concerns about a child's lack of engagement and the learning mentor will make initial calls.
 - When a whole class POD is self-isolating (or in the case of a national lockdown) it is the responsibility of all staff who work within the POD to make contact with any child's parents who are not engaging with their home learning.
 - All parent/carer emails should come through the school account crontonce@ldst.org.uk
 - Any concerns linked to remote learning by parents should be emailed to remoteteaching.cronton@ldst.org.uk
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL / DDSL and follow the schools reporting process (DSL – Mrs S Thomson, DDSL – Mrs G Gaskin)

Teachers will compile home learning packs with resources to support learning at home including pens, pencils, paper, exercise books etc. These should be stored at home at ready to use when needed.

Teaching Assistants

Teaching assistants must be available between 8:45 am and 3:30pm

If they are 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT or their class teacher. These tasks may include but are not limited to –

- Providing positive comments to foundation subject work posted by children
- Monitoring engagement in programmes such as TT Rock stars and Accelerated reader and notify the class teacher when children are not engaging in these programmes
- Make calls to families regarding non-engagement to identify any possible problems and alert the class teacher.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – This will be through regular meetings with teachers and subject leaders, reviewing the work set and monitoring feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Supporting the security of remote learning systems and highlighting any data protection breaches to the data protection officer
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

The Learning Mentor

- Ensuring that pupils who are self-isolating individually have access to remote learning organised by the class teacher.
- Liaising with the Headteacher and other organisations to make any alternate arrangements for pupils who are vulnerable (ie have a social worker / care plan or have been identified by the school as vulnerable.)
- Ensure that all vulnerable children are supported and contacted when a class POD is self-isolating

Pupils and Parents

Staff can expect **pupils** learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

Local Governing Body

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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

8. A Child Experiencing a Long Term Illness

8.1 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school, as laid out in this policy.

8.2 If the local authority makes arrangements.

If the school can't make suitable arrangements, Knowsley LEA will become responsible for arranging suitable education for these children. The following is taken from [DfE guidance](#)

- Where they have identified that alternative provision is required, LAs should ensure that it is arranged as quickly as possible and that it appropriately meets the needs of the child.
- LAs should work closely with medical professionals and the child's family, and consider the medical evidence. LAs should make every effort to minimise the disruption to a child's education. For example, where specific medical evidence, such as that provided by a medical consultant, is not quickly available, LAs should consider liaising with other medical professionals, such as the child's GP, and consider looking at other evidence to ensure minimal delay in arranging appropriate provision for the child.
- Schools would usually provide support to children who are absent from school because of illness for a shorter period, for example when experiencing chicken pox or influenza.

- In some cases, where a child is hospitalised, the hospital may provide education for the child within the hospital and the LA would not need to arrange any additional education, provided it is satisfied that the child is receiving suitable education.
- More generally, LAs should be ready to take responsibility for any child whose illness will prevent them from attending school for 15 or more school days, either in one absence or over the course of a school year, and where suitable education is not otherwise being arranged.

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information with the local authority and relevant health services as required
- Help make sure the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully
- When reintegration is anticipated, work with the local authority to:
 - Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
 - Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
 - Create individually tailored reintegration plans for each child returning to school
 - Consider whether any reasonable adjustments need to be made

9. Links to Other Policies

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Teams and Seesaw

Annexe 1: Contingency Planning

Scenario 1: In the event of an individual pupil going in self-isolation

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if *seesaw/ teams etc.* is accessible from home, if not paper copies will be arranged to send home that day.

Step 3: Teacher will be notified and the teacher will set work for the child as soon as is practical on the first day of absence.

Step 4: Paper copy (1 or 2-week package) to be arranged by class teacher and sent by office staff to any child with no access to technology.

Scenario 2: In the event of a whole class / Pod self isolating or whole school lockdown

Step 1: School notifies Parents of those children affected that there is a class / pod or a whole school lockdown.

Step 2: Parents will notify school if they are unable to access TEAMS or Seesaw and if not school will explore options to lend devices to the family or will arrange for paper copies to be sent home that day.

Step 3: Seesaw work will be set on first day of lockdown. Whole class inputs on a twice daily basis for Y1-Y6 will commence within the first week of a whole class isolating or a whole school lockdown.

Step 4: Paper copy (1 or 2-week package) to be arranged by class teacher and sent by office staff to any child with no access to technology within the first 3 days.

How will my child be taught remotely?

The following home learning activities will be available for pupils who are not able to attend school:

	Activities using online platforms. E.g. SeeSaw etc	Paper based activities for children with no access to online learning
Nursery & Reception	Activities to engage children for all Areas of Learning through See saw and website	Activities to engage children for all Areas of Learning. Resource pack to be sent home ready for use in the event of self-isolation.
KS1 (Year 1 & Year 2)	White Rose maths / maths google classroom lesson Deepening understanding website Phonics – letters and sounds video (link on Seesaw) Focus for English lesson via seesaw / google classroom or National Oak Academy lesson Phonics links An activity chosen by the teacher for another subject via google classroom / see saw / Oak Academy lesson Daily reading logs PE challenges daily	Reading Book (if not already at home) White Rose maths worksheets Phonics sheet Handwriting sheets Spelling sheets Grammar (Year 2) Place value cards / fans Wider Curriculum activities Resource pack to be sent home ready for use in the event of self-isolation.
Years 3 - 6	White Rose maths activity/ maths google classrooms lesson Focus for English lesson via google classrooms or National Oak lesson Phonics (letters and sounds if appropriate) Spelling Shed – encouraging daily log TT Rockstars Wider curriculum activity Accelerated reader & journaling	Reading Book (if not already at home) White Rose maths worksheets Grammar worksheets Wider curriculum activities Resource pack to be sent home ready for use in the event of self-isolation.

	PE challenges daily	
Arrangements for checking the work of children self-isolating	Individual children who are S-I Teacher will set work on see saw daily and respond at least weekly	Individual children who are S-I Learning mentor to ring weekly to check regarding suitability of work and any problems and liaise with Class teacher who will follow up on any difficulties
Arrangements for checking the work of children during a wider school closure	Class POD who are S-I The teacher will set learning for the day and respond within 24 hours for all English and Maths activities and within a week for all foundation subjects. Work will be set daily apart from Wednesday afternoon when teachers will be taking their PPA to plan for the next weeks activities.	Whole class Pod who are S-I Teacher / TA to phone the child's home at the end of the school day (twice a week) to check if learning has been suitable.

Expectation of the parent/carers

We expect parents/carers to support their child's education at home. Seesaw and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities.

Scenario 3: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school / remote learning timetable. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class. Use of Teams by the teacher who is S-I to teach from home where appropriate.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

Scenario 5: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same year group or supply staff if school staff are not available.

Scenario 6: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone (0151 424 3881) or email (crontonce@ldst.org.uk or remotelearning.cronton@ldst.org.uk). A member of staff will contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carers and child is also of importance to the school. We know

there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Remote Learning at Cronton CE

What should my child expect from immediate remote education in the first day or two of pupils being sent home? – On the first day of any remote learning work will be placed on seesaw as soon as is possible. This work will link to the school's curriculum and reflect as far as is possible the work being undertaken in class that day. Where the whole school / class Pod is locked down then work will be set on the first day on seesaw which reflects the school's curriculum.

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 have provided daily PE challenges for those children at home rather than a weekly PE lesson.

How long can I expect work set by the school to take my child each day?

See Annexe 2 – Remote learning timetables for each individual year group.

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

Seesaw will be used to set work. Children can upload their completed work onto this platform for the teacher to respond to. In the case of class/Pod closure or whole school lockdown children will also be able to access two live inputs per day by their class teacher / school staff through TEAMS.

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:

Parents who are having difficulty accessing technological devices are invited to contact the school to discuss. School has a very small number of laptops / ipads that can be lent to families on a loan agreement which must be signed by the Parent.

Parents should contact school if they are having difficulty with access to the internet and school will support in finding alternative solutions for this.

School will access data updates for any eligible children through the DFE website.

Parents who request paper copies / printed sheets will be sent weekly / 2 weekly resource packs to use with their child. These should be sent back to school in the SAE provided. Parents must contact the school to arrange this and these will take several days to put together post out and arrive at the home. Parents should bear this in mind when requesting these. Alternatively parents can drop off / pick up work on a weekly basis if appropriate following social distancing guidelines.

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? We recognise that Parents situations are all different. As a school, we would ask that you support your child's learning at home as best you can. You can achieve this by

- Providing a suitable place to work
- Checking with our child that they understand / have completed their work
- Ensuring their work is completed and uploaded
- Contacting school as early as possible if your child is having any difficulties with their remote learning
- Try to set a daily routine for child with their learning whilst they are at home

How will you check whether my child is engaging with their work and how will I be informed if there are concerns? Engagement will be checked by class teachers and discussed with a member of the SLT on a weekly basis or earlier if needed. Class teacher / TA's will contact Parents within a week to discuss any concerns and will continue to monitor on a daily basis. When individual children are self isolating these calls will be carried out by the Learning mentor in consultation with the class teacher.

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:

- Staff will feedback verbally to whole classes / groups through TEAMS inputs where appropriate.
- Staff will provide written feedback / verbal comments on uploaded work to seesaw. This will be on a daily basis.

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:
- Contacting families with EHCP children to discuss needs and construct a plan of support if they choose to keep their child at home.
- Differentiating work to suit the child's needs
- Making weekly calls to EHCP children at home to discuss on-going needs

Annexe 2: Remote Learning Timetables (Whole class at home)

Reception Timetable for remote learning

EYFS Reception Remote Learning Provision in line with the minimum requirement of providing focused teaching and work to be completed independently, which will be equivalent to that normally provided across the school week.					
	Monday	Tuesday	Wednesday	Thursday	Friday
WEBSITE Reception Class Page – Remote Learning- These are the lessons we will be doing in class.	Maths Meeting Maths Lesson English Lesson Phonics Lesson Links to suggested P.E. activities to do at home.	Maths Meeting Maths Lesson English Lesson Phonics Lesson RE Lesson	Maths Meeting Maths Lesson English Lesson Phonics Lesson PSHE Lesson	Maths Meeting Maths Lesson English Lesson Phonics Lesson	Maths Meeting Maths Lesson English Lesson Phonics Lesson Links to suggested Music activities to do at home.
SEESAW Activities to do at home.	Maths Activity English Activity Handwriting Sheet	RE Activity	Maths Activity English Activity PSHE Activity	Creative Activity Suggestions	
PACKS TO GO HOME wipe board, pen/s, letter formation sheet(wipe able), name cards, number formation sheet (wipe able), ten frame, 10 multilink cubes					

KS1

Year 1 Remote Learning timetable in line with the minimum requirement of providing teaching and work to be completed independently, which will be equivalent to at least 3 hours of work a day (<i>DofE Restricting attendance during the national lockdown, January 2021</i>)				
	AM 10.30 am input on Teams	PM	PM – Topic lesson (can be done in the morning) 1.15 input on Teams	Every day
Monday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	RE	<ul style="list-style-type: none"> • Oxford Owl • Numbots • Daily PE challenge
Tuesday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	Geo	
Wednesday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	PE/Art	
Thursday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	Science	
Friday	<ul style="list-style-type: none"> • Maths – arithmetic • English • Spelling test 	Phonics	Music/PSHE	

Year 2 Remote Learning timetable (Whole class at home) in line with the minimum requirement of providing teaching and work to be completed independently, which will be equivalent to at least 3 hours of work a day (<i>DofE Restricting attendance during the national lockdown, January 2021</i>)				
	AM 10.30 am input on Teams	PM	PM – Topic lesson (can be done in the morning) 1.15pm input on Teams	Every day
Monday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	PE / PSHE	<ul style="list-style-type: none"> • Oxford Owl • Numbots • Daily PE challenge
Tuesday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	Geog / History	
Wednesday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	Science	
Thursday	<ul style="list-style-type: none"> • Maths – WRM resources • English • Spellings 	Phonics	Art	
Friday	<ul style="list-style-type: none"> • Maths – arithmetic • English • Spelling test 	Phonics	RE	

KS2
Year 3 Remote Learning timetable (Whole class at home)

in line with the minimum requirement of providing teaching and work to be completed independently, which will be equivalent to at least **4 hours of work a day** (*DofE Restricting attendance during the national lockdown, January 2021*)

	AM 9 am input on Teams	PM – Topic lesson (can be done in the morning) 1.30 input on Teams	Every day
Monday	<ul style="list-style-type: none"> Maths Skills Check White Rose Maths English Grammar Spellings / handwriting 	Science	<ul style="list-style-type: none"> MyOn Reading TT Rockstars PE challenge
Tuesday	<ul style="list-style-type: none"> Maths Skills Check White Rose Maths English Genre Whole Class Shared Reading 	Spanish	
Wednesday	<ul style="list-style-type: none"> Maths Skills Check White Rose Maths English Genre Whole Class Shared Reading 	RE	
Thursday	<ul style="list-style-type: none"> Maths Skills Check White Rose Maths English Independent Write (+review from previous week) 	Computing	
Friday	<ul style="list-style-type: none"> Maths Skills Check Arithmetic English Genre Whole Class Shared Reading 	History / Art	

Year 4 Remote Learning timetable (Whole class at home)

In line with the minimum requirement of providing work to be completed independently, which will be equivalent to 4 hours of work a day (*DofE Restricting attendance during the national lockdown, January 2021*)

	AM	PM – Topic lesson (can be done in the morning)	Every day
	9.00am input on Teams		1.00pm input on Teams
Monday	<ul style="list-style-type: none"> Maths Meeting and Maths – WRM resources English Genre Spelling English Whole class Shared reading 	Geography	
Tuesday	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Genre English Whole class Shared reading 	PSHE / DT	
Wednesday	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Genre English Whole class Shared reading 	RE	<ul style="list-style-type: none"> MyOn Reading TT Rockstars PE challenge
Thursday	Week 1	Week 2	Spanish
	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Independent Write 	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Genre IW review 	
Friday	<ul style="list-style-type: none"> Maths Meeting Arithmetic Spelling GPS Whole Class Shared Reading 	Science	

Year 5 Remote Learning timetable (Whole class at home)

in line with the minimum requirement of providing teaching and work to be completed independently, which will be equivalent to at least **4 hours of work a day** (*DofE Restricting attendance during the national lockdown, January 2021*)

	AM 9 am input on Teams	PM – Topic lesson (can be done in the morning) 1.30 input on Teams	Every day
Monday	<ul style="list-style-type: none"> • Maths Meeting and Maths – WRM resources • English Genre • Spelling - spelling frame • English Whole class Shared reading 	Science	<ul style="list-style-type: none"> • MyOn Reading • TT Rockstars • PE challenge
Tuesday	<ul style="list-style-type: none"> • Maths Meeting and Maths - WRM resources • English Genre • English Whole class Shared reading 	PSHE and PE	
Wednesday	<ul style="list-style-type: none"> • Maths Meeting and Maths - WRM resources • English Genre • English Whole class Shared reading 	History	
Thursday	Week 1	Week 2	
	<ul style="list-style-type: none"> ☑ Maths Meeting and Maths - WRM resources ☑ English Independent Write 	<ul style="list-style-type: none"> ☑ Maths Meeting and Maths - WRM resources ☑ English Genre • IW review 	
Friday	<ul style="list-style-type: none"> • Arithmetic test • Spelling test on spelling frame • GPS • Whole Class Shared Reading 	RE/Computing	

Year 6 Remote Learning timetable (Whole class at home)

in line with the minimum requirement of providing teaching and work to be completed independently, which will be equivalent to at least **4 hours of work a day** (*DofE Restricting attendance during the national lockdown, January 2021*)

	AM 9 am input on Teams	PM – Topic lesson (can be done in the morning) 1.30 input on Teams	Every day	
Monday	<ul style="list-style-type: none"> Maths Meeting and Maths – WRM resources English Genre English Whole class Shared reading <ul style="list-style-type: none"> Spelling 	Spelling Test PE	MyOn Reading TT Rockstars PE challenge	
Tuesday	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Genre English Whole class Shared reading 	History		
Wednesday	<ul style="list-style-type: none"> Maths Meeting and Maths - WRM resources English Genre English Whole class Shared reading 	RE		
Thursday	Week 1	Week 2		Week 2
	Maths Meeting and Maths Arithmetic •English Independent Write	Maths Meeting and Maths - Arithmetic •English Genre •IW review		
Friday	<ul style="list-style-type: none"> Maths Meeting and Maths - Arithmetic English Independent Write 	<ul style="list-style-type: none"> Maths Meeting and Maths - Arithmetic English Genre IW review 		

Online Safety

This section of the policy should be read in conjunction with the school's E-Safety Policy. All staff and pupils using video/audio communication must:

- Communicate in groups – one-to-one sessions are not permitted (unless agreed by SLT);
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background;
- Whilst 'private' living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication;
- We encourage children to have an adult in the room with them;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video/audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

The school will consider whether one-to-one sessions (with an adult at home present in the room) are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENDCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use. The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary if possible. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required. The school will provide parents with an Acceptable Use Policy for Remote Learning which all Parents must have consented to via FORMS / or given verbal consent. It will be taken that if a child participates in a remote learning session then the parent agrees to adhere to the procedures in the agreement. The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding during a school closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL/DDSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL/DDSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL/DDSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL/DDSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded and the records stored so that the DSL/DDSL has access to them.
- Actively involve the pupil.

The DSL/DDSL will meet (in person or remotely) regularly with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL/DDSL immediately. Parents will be encouraged to contact the DSL/DDSL if they wish to report safeguarding concerns e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

School Day and Absence

Pupils will be present for remote learning from Monday to Friday at the times given by the class teacher.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via seesaw if their child is unwell and unable to take part in a class virtual learning session. The school will monitor absence in line with the Attendance Policy.