



# **St Martin and St Mary C of E Primary School**

## **Remote Learning Policy: Information for Parents & Carers January 2021**

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### **Our School Vision and Values**

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

*'Life in all its fullness' John 10.10*

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values will help make our school a great place to be.

**Friendship    Love    Forgiveness    Trust    Honesty    Faith**

### **Specific Aims of this Policy**

Through this policy, we aim to clarify our approach to remote learning for pupils who are not able to attend school as a result of;

- School closure
- Self – isolation
- Absence as a result of a positive Coronavirus test
- Absence in order to protect a household member who is extremely clinically vulnerable

We are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their individual needs. School will endeavor to support all families in any way that is reasonable and/or practicable. Further guidance for families can be found toward the end of this policy.

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education during lockdown or if local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual students are self-isolating, please see the final section of this page.

## The remote curriculum: what is taught to students at home

A child's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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

- Copies of lesson resources, such as worksheets and PowerPoints, will be emailed to families via Scholarpack and uploaded onto the school website.
- This will include some instructions and information about how to complete the learning tasks.
- Remote learning will always be a mixed economy of resources, with links to prerecorded lessons, presentations, information videos and tasks to complete on-screen or print. This is to allow flexible learning for families who are sharing digital devices.

### 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 may need to make some adaptations in some subjects, particularly for practical lessons.

## 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 learning (including remote teaching and limited independent work) will take pupils broadly the following number of hours each day:

Early Years Foundation Stage – Nursery and Reception	There is no recommended time for learning at home for EYFS children. We would encourage parents to find time to read, play, talk and craft with their children.
Key Stage 1 – Years 1 and 2	Up to 3 hours each day – we aim to avoid setting activities that rely on independent access to a screen for an extended period of time.
Lower Key Stage 2 – Years 3 and 4	About 3 hours each day – resources, such as Times Tables Rock Stars and Reading Books, are available to extend this time a little bit if necessary.
Upper Key Stage 2 – Years 5 and 6	About 4 hours each day – we aim to avoid setting independent work beyond lesson time to avoid overwhelming students and support their organisation. Other resources, such as Times Tables Rock Stars and Reading Books, are available to extend this time a little bit if necessary.

## Accessing remote learning

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

1. Details of lesson and independent learning are communicated to families each week using the following platforms;
  - a. Email to parent accounts using Scholarpack
  - b. Publication on the school website
  - c. Staff in Key Stage 2 are developing their use of MS Teams to share work
  - d. N.B. Where work is differentiated to meet the needs of individual learners this is emailed to parents directly to protect confidentiality
  - e. EYFS will also use Tapestry as a platform to upload stories/ lessons
2. Some learning will be worksheet or PowerPoint based. A number of activities will involve children accessing recommended online resources such as;
  - a. BBC Bitesize
  - b. BBC programmes
  - c. Oak National Academy
  - d. DfE Phonics on YouTube (EYFS, KS1)
  - e. Links to Online sessions to focus and support learning
3. Some learning may involve children accessing online learning materials that the school has subscribed to, such as;
  - a. The White Rose Trust – Maths Mastery Resources
  - b. Times Table Rock Stars
  - c. Spelling Shed
  - d. Education City
  - e. Busy Things
  - f. Teach your Monster to Read

### 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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- The school is able to loan some equipment (devices/SIM cards) to families who do not have these resources at home or an adequate internet connection.
- School will contact families directly based on a needs analysis process to discuss the loan of equipment. School would encourage families facing a challenge of this nature to share their concerns with the class teacher or school office.
- If children require equipment such as pens, pencils and paper to support their online learning, they should contact their class teacher who will make arrangements for these to be collected at an appropriate time during the school day.
- If families are unable to submit evidence of completed work or activities to your teachers because you do not have online access, please contact your teacher in the first instance.

## How will my child be taught remotely?

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

Examples of remote teaching approaches:

- Pre-recorded lessons from other providers (Oak Academy for example) or maybe from your teacher
- Pre-recorded presentations with audio  
*(both of the above can be paused and watched as many times as is necessary)*
- Worksheet or PowerPoint learning set
- Pre-recorded assemblies and Collective Worship (on the school website)
- Teachers will include or recommend resources from other organisations as part of lesson learning
- If necessary, printed worksheets or paper packs can be collected from school
- Reading books that children have at home
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## As a Church school, how will we remotely communicate the Christian ethos of the school?

School will communicate our Christian values in the following manner:

- In the nature of the communication between teachers and children/families at home by being friendly, caring, patient and kind.
- Weekly suggested Collective worship and RE resources in the remote learning offer.
- Resources and Collective Worship videos published on the school website and available to all families.

## Pupil and Family Health and Wellbeing

### How can I support my child but maintain a positive home environment with good mental health and wellbeing?

As a school, and for many of us, as parents, we recognise the significant additional demand that learning at home places on parents. Many of you are not trained teachers and do not necessarily live in environments suitable for creating a 'home school'. Some of you will have a range of children of different ages that place demands on your time and resources, some of you will be attempting to work from home. Therefore, we recommend the following;

- School is providing a suggested timetable of learning so that families can structure their/your day, as it would be at school, however, this is only a suggestion and the activities can be completed in any order on any day. Some activities may take longer than suggested, other

tasks might be completed more quickly. This is also the case in school; children work at different speeds.

- Intersperse your child's favourite activities (often the things they are good at or find easy) with something that provides a little more challenge. Short bursts of intense concentration and challenge should be balanced against periods of contentment and engagement with a favoured task.
- Not too much screen time
- Regular breaks away from the screen
- Initiate tasks that can be completed independently
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### **My child will be spending more time online, how can I keep them safe?**

School will provide routine reminders to families and children, in an age-appropriate manner, about remaining safety when working online. If parents have any concerns about online safety, please contact your child's class teacher to discuss these. We recommend that all families maintain established approaches to safer online working by:

- Check any content your child is accessing online (Is it what you expected? Is it appropriate?)
- Ensure your anti-virus and firewall software is up to date
- Ensure parental controls are enabled on any device you are using
- Make sure your child knows what to do if they are concerned or upset by content they encounter
- All families have access to the school's National Online Safety subscription where additional resources, guides for pupils and parents can be found. Families who have not yet can enroll here: <http://nationalonlinesafety.com/enrol/st-martin-and-st-mary-church-of-england-primary-school>

### **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 value parent support, it has a significant impact on children's well-being and attainment. Parents are requested to support their child establish a routine that follows their timetabled learning as far as possible.
- Parents are not expected to complete work with their children or complete tasks for them.

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

- Individual class teachers will be pleased to receive examples of completed work and feedback about learning, these might include;
  - Email replies

- Photographs
  - Emailed documents
  - Screen shots
  - Responses through the MS Teams platform (Key Stage 2)
  - EYFS - Verbal/written feedback on Tapestry observations
- Teachers can also monitor engagement and success with online learning resources (such as Times Table Rock Stars)
  - If a child is not engaging with remote learning (e.g. they are not submitting any evidence of learning to their teacher), school will attempt to contact families to offer support. Again, this is 'checking in' to see if all is ok, to offer our help, it is not 'checking up'.
  - We aim to maintain good communication with families and will interact with families and children in some way every week. If after a period of 2 weeks we have had no contact from a family we will attempt to contact you with more urgency.

### **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 student work is as follows:

- School will use the evidence provided by children to assess pupil progress and to fine tune remote learning provision.
- Where necessary, teachers will adjust an individual child's remote learning offer to support them in areas where further attention is needed.
- Differentiate learning tasks will be provided to children with specific additional learning needs, in particular those children who have been recognized on the SEND register in school as requiring additional support and ILP.
- Families of children supported by an EHCP plan will have weekly contact from school.  
*N.B. These children will be invited to attend school during any period of closure.*

### **Additional support for students 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 children, for example some children 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 students. See notes above concerning assessment.

## Remote education for self-isolating pupils

Where individual students need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

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

- Whilst school is closed to most pupils all children will receive the same remote learning offer regardless of whether or not they are self-isolating.
- If school is open to the majority of pupils and an individual child is self-isolating, school will endeavor to provide a remote learning package that matches the curriculum and activities to be delivered in school. Teachers will use the same communication platforms developed during full school closure.
- Naturally, the class teacher will have less time to engage with remote learning support but they will continue to interact with pupils on a routine basis, at least weekly.

## Guidance to families learning at home

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' has a structure agreed, where possible, by household members.
- Each week, we will provide website links to accessible learning platforms that you can support your child to access. Alongside this, the class teacher may email appropriate tasks where applicable.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address.
- Work that children complete at home should be kept safe, although this does not need to be returned to school unless requested by the class teacher.
- Please attempt to make use of the resources that school has shared with you i.e. printing sheets, using relevant mathematical methods etc... However, we understand that this might prove challenging.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, supporting pupils with work and encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. 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.

## **Teacher expectations**

- In addition to school based school work, our teachers will continue to support children that are unable to attend school.
- Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavor to replicate this through tasks for home learners.
- Teachers should ensure they provide links to the curriculum focus using our learning platforms.
- To respond, within a reasonable timescale, to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via their school email addresses.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

## **Monitoring of Remote Learning**

How will the school check and understand the quality and impact of remote learning provision on pupil engagement and outcomes?

- The School Leadership Team will routinely audit and review remote learning provision to assess and evaluate engagement and impact.
- Teachers will assess the quality of returned work and consider adjustments to improve engagement and the accuracy and quality of submitted evidence. The remote learning offer will be adjusted to meet need where realistic and practicable.
- Teachers, and where necessary, the school, will make adjustments to the remote learning offer based on feedback from parents, where suggestions are reasonable and practicable.
- Naturally, our provision will always be updated to take account of emerging best practice recommendations and guidance from the DfE and other professional bodies that support the education sector (such as Ofsted, the EEF for example).

## **Review of the Remote Learning Policy**

How often will this policy and provision be reviewed?

The policy will be routinely reviewed and updated in light of guidance as noted above. It is a live policy document and therefore open to routine adjustment and modification.