

## GREAT CHESTERFORD C OF E PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.  
**Ecclesiastes 4:9**

## **Remote Learning Policy Including the Remote Learning Plan**

Approved by the Full Governing Body November 2020

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is to 'treat others as you would like to be treated'.

Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

### **Aims:**

Our remote learning plan will come into action when a child is unable to physically attend school but is still fit and well. This may be as a result for the need to self-isolate.

The remote learning plan should:

- Ensure that all children have access to a high-quality education when a child or group of children require remote learning.
- Ensure that the language and behaviours for learning are maintained during remote learning.
- Ensure a consistent approach to remote learning across the school.
- Set out expectations for all members of the school community with regards to remote learning.
- Ensure that pupils who cannot attend school due to self-isolating remain fully included in our school community.
- Continue to ensure that every child receives a broad and balanced curriculum and the best education the school can provide.

The following plan was created whilst considering the information gained from our parent questionnaire: Of 155 responses, 14% of pupils do not have access to internet enabled devices to manage both parent work commitments and increased online learning for all children in the household. 4% do not have reliable wifi. 54% require flexibility as to when the child could access online learning.

### **Responsibilities**

Teachers are responsible for providing learning for their current class. In the event of a teacher being unwell, where another member of staff can take the lead they will. This may mean that some adaptations to the plan are required. Otherwise, the school will make use of the online resources such as Oak Academy.

The Headteacher is responsible for the implementation of the remote learning policy, including security and data protection. The Headteacher, along with the Governors and Senior Management Team, will monitor the effectiveness of remote learning whilst giving consideration to the workload and well-being of the staff.

Teaching Assistants and Learning Support Assistants should be available to assist with remote learning during their normal working hours and under the direction of the class teacher.

### **Safeguarding**

The Designated Safeguarding Lead is responsible for Safeguarding concerns, including those Safeguarding concerns relating to remote learning. The Child Protection Policy and Online Safety Policy should be read and followed in conjunction with this policy.

### **Remote Learning Plan**

The school has devised a phased approach for remote learning as set out below. This approach will ensure all pupils are given the best learning opportunities.

Phase	Reason	Tasks	Resources	Communication
Phase 1	A child self-isolating	<p><b>Learning letter on the website to include:</b></p> <p>English - daily            SPAG/Phonics - daily            Maths - daily - to include ten minutes practise of number bond or times table facts            Science – a weekly task            RE – a weekly task            Topic – a weekly task            PSHE – a weekly task            PE – daily            Reading for pleasure – daily</p> <p><b>Opportunity for child to join a guided reading/class text session via Zoom/Teams.</b></p>	<p>Use to be made of the Oak Academy and White Rose home learning resources.</p> <p>Espresso login and password to be shared separately with parents.</p> <p>Exercise books (lined, squared and handwriting) to be sent home and used appropriately.</p>	<p>Email between parents/teachers via Admin email or Tapestry (EYFS/Y1).</p> <p>Work to be brought back into school for feedback and monitoring at the end of the isolation period.</p>
Phase 2	A significant group from a class self-isolating	<p><b>The Learning letter as stated above will be used.</b></p> <p><b>EYFS and KS1</b> – daily opportunity for the children to join in via Zoom/Teams with the introduction of a session such as phonics or a story.</p> <p><b>KS2</b> – daily opportunity for English and maths input from school. TAs can be used to support with this.</p>	<p>As above</p> <p>Exercise books (lined, squared and handwriting) to be sent home and used appropriately.</p>	<p>Work uploaded to Tapestry for EYFS and Year 1.</p> <p>Work to be brought back into school for feedback and monitoring at the end of the isolation period.</p>
Phase 3	A bubble is self-isolating	<p>A Sway a day is shared with children.</p> <p>This includes:</p> <p>English with a focus on Writing – daily            Reading - daily            SPAG/Phonics – daily            Handwriting - daily            Maths – daily            Science – a weekly lesson            RE – a weekly task            Topic – a weekly task            PSHE – a weekly task            PE – daily</p> <p><b>Opportunity for children to join in the whole school worships.</b></p>	<p>Each lesson to follow the structure:</p> <ul style="list-style-type: none"> <li>• Review prior learning (could use stacks)</li> <li>• Direct instruction video</li> <li>• Guided practice video</li> <li>• Independent practice</li> <li>• Check for understanding – use of Forms</li> </ul> <p>Visualisers can be used to record instructional videos.</p> <p>Loom can be used to record videos and/or voice.</p> <p>Exercise books (lined, squared and</p>	<p>Work uploaded to Tapestry for EYFS and Year 1.</p> <p>Years 2-6 use of class emails.</p> <p>Work to be brought back into school at the end of the isolation period.</p>

			handwriting) to be sent home and used appropriately.	
Phase 4	A full lock down	<p>A Sway a day is shared with children.</p> <p>This includes:</p> <p>English with a focus on Writing – daily</p> <p>Reading - daily</p> <p>SPAG/Phonics – daily</p> <p>Handwriting - daily</p> <p>Maths – daily</p> <p>Science – a weekly lesson</p> <p>RE – a weekly task</p> <p>Topic – a weekly task</p> <p>PSHE – a weekly task</p> <p>PE – daily</p> <p><b>Opportunity for children to join in the whole school worships.</b></p>	<p>Each lesson to follow the structure:</p> <ul style="list-style-type: none"> <li>• Review prior learning (could use stacks)</li> <li>• Direct instruction video</li> <li>• Guided practice video</li> <li>• Independent practice</li> <li>• Check for understanding – use of Forms</li> </ul> <p>Visualisers can be used to record instructional videos.</p> <p>Loom can be used to record videos and/or voice.</p> <p>Exercise books (lined, squared and handwriting) to be sent home and used appropriately.</p>	<p>Work uploaded to Tapestry for EYFS and Year 1.</p> <p>Years 2-6 use of class emails.</p> <p>Work to be brought back into school at the end of the isolation period.</p>

### Parents

A positive, supportive and respectful partnership between school and parents is vital for the children to fully access remote learning and utilise it for the best learning opportunities. The school will provide written guides to parents on how to access and use the IT programs and apps used.

Parents are expected to support their child with remote learning by ensuring they complete the tasks set. If a child, who is self-isolating, is unwell and unable to complete the remote learning, the school office should be informed in the usual way. Parents are expected to inform a member of staff with any concerns regarding online safety or with any access issues.

### Resources

School will provide exercise books for those children self-isolating. If a child is unable to access remote learning online due to lack of technology at home, school may be able to provide support with this. Parents will be expected to sign the agreement in Appendix A before any equipment is loaned.

### Links with other Policies:

This policy should be read in conjunction with the following policies:

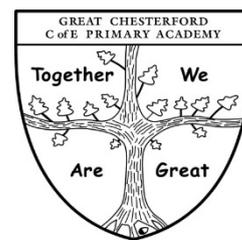
- The Child Protection Policy
- Data Protection Policy
- Online Safety Policy
- Behaviour Policy
- Curriculum Policies

### Evaluation, Review and Revision

This policy was written in October 2020. In consultation with the staff and governors, the Headteacher will review this policy at least annually but more regularly if there are developments in technology or if the Government guidelines are updated.

Signed: Headteacher	Date: October 2020
Signed: On behalf of the Governing Body	Date: November 2020
Next Review Date:	July 2021

## APPENDIX A – Home Learning Equipment Agreement



### Home Learning Laptop/iPad Agreement

The following are the conditions under which you accept the provision of a laptop or iPad for your use from the School. This agreement will start on receipt of the laptop or iPad from the School.

Under this agreement, you will:

1. Use the laptop or iPad for the purposes it was provided and abide by the School's Online Safety Policy.
2. Be expected to return the laptop or iPad to the School when requested to allow updates, upgrades and new software to be installed within the times specified. Failure to do so will result in the laptop or iPad not being updated.
3. Inform the school staff of any faults as soon as possible. Under no circumstances should you, or anyone other than the Schools ICT Staff, attempt to fix suspected hardware or any other faults.
4. Provide suitable care and security of the laptop or iPad at all times and immediately report any damage or loss of the laptop or iPad to the School.
5. Make sure all your work is copied from the laptop or iPad when it is handed back to the school.
6. In accordance with school policies, be held responsible for any involvement by yourself or any other user of your laptop or iPad in activities associated with accessing inappropriate or illegal materials.

The laptop/ iPad needs to be returned in the condition in which it was given. If it is not, you will be liable for the costs of its repair. The school may request return of the equipment at any time.

This laptop is being provided to.....on.....

Signed (Headteacher).....

Signed (Parent/Carer).....