REMOTE LEARNING POLICY 26-27

Rationale
This policy is intended to provide clarity and transparency to the school community about what to expect from Cheapside School with regard to remote education.
Circumstances where it might not be possible for pupils to receive in-person education generally fit into two broad categories:
• *School closures or restrictions on attendance, where school access for pupils is restricted;*
• *Individual cases where a pupil is unable to attend school but is able to learn*.*

Accessing Remote Education
At Cheapside School we use the school website and emails to provide Remote Learning.

The Remote Curriculum
*Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.**
Our Remote Curriculum mirrors that which would be delivered in school, as much as is possible, in terms of the objectives covered. The *activities* may not be the same as in would have been planned in class, but teachers will endeavour to ensure the same *learning objectives* are covered.

Day 1 – on the first full day of Remote Learning, children are provided with a range of generic learning opportunities to continue their learning on the Remote Learning page of the website:

Cheapside CE Primary School - Remote Learning

This page includes a catalogue of ideas, advice and inspiration together with links to a range of websites that contain a wealth of learning for all subjects of the National Curriculum.
There is also a section dedicated learning activities specifically linked to snow in the event of the school site being closed due to snow.

Day 2 onwards – From the second full day of school site closure, teachers will provide class-specific Remote Learning.
There is an expectation for children to complete the class-specific Remote Learning provided, as stipulated by the Department for Education.

We expect that completion of the remote education provided will take pupils broadly the following number of hours each day:

Key Stage 1	Government's minimum expectation is 3 hours.
Key Stage 2	Government's minimum expectation is 4 hours.

The advice is for children to attempt each lesson for approximately as long as that lesson would take in school. Generally, this means about an hour for subjects such as Maths, English and humanities and half an hour for subjects such as PSHE, French and Phonics. In some cases, the teacher may specify an amount of time for an activity to be attempted. For younger children, these times can be much less and taken in chunks of time with regular breaks.

Additional support for pupils with particular needs

We recognise that some pupils, for example those 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. The Special Needs Co-ordinator would liaise with the class teacher to provide additional support

for children with SEND and their families where needed, on a case by case basis. Parents can contact the School Office for support.

Remote Learning for a class or school closure after the first day

- Learning activities uploaded by 8:30 am each day.
- Learning broadly reflects the learning objectives the child would have experienced in school.
- New concepts, knowledge and skills is taught explicitly using a range of media.
- Activities include clear instructions on how to teach each activity and exactly what work or evidence of learning is expected to be submitted, if any.
- A range of resources are to provided in order to give children a varied diet.
- Deadline for submission of daily activities is 3:30pm.
- Feedback given for each piece of work submitted.

For longer school closures:

- Weekly phone calls to every family whose children are not in school; teachers & TAs allocated families to contact.
- Individual pupil engagement monitored.

Engagement

There is an expectation that children attempt all the activities provided by their teacher each day. However, we maintain that the emotional wellbeing and mental health of the school community is our highest priority and children and parents are encouraged to 'do what they can'.

Parents and carers have the responsibility to:

- Support and motivate their child to attempt all the work set each day.
- Submit children's work as soon as each piece is completed - the deadline for submission of daily activities is 3:30pm.

We recognise that some pupils may not have suitable online access at home. Parents can contact the School Office for support.

Safeguarding

Teachers check children's learning daily in order to monitor their engagement and safety. Where there are safeguarding concerns, the school will continue to follow the Safeguarding Policy.

Feedback

Feedback can take many forms and may not always mean 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. Feedback is provided for each piece of work submitted (by 3:30pm) before the next lesson in that subject.

The Headteacher is responsible for the quality of Remote Learning.

* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1136309/Providing_remote_education_non-statutory_guidance_for_schools.pdf