



Ashleworth C of E and Churcham Primary Schools Remote Learning Strategy updated May 2024



This document supplements the Online Home Learning Policy which is available from our websites or by contacting the school office.

Section 1 Teaching and Learning remotely and at school

Section 2 Supporting children and parents with remote learning

Section 3 Children in school

Section 4 Zoom Protocols

Section 5 Frequently Asked Questions (FAQs)

Section 1: Teaching and Learning remotely and at school:

The role of teachers is to plan, resource and oversee the delivery of one curriculum; for parents to facilitate at home and onsite school staff to facilitate at school. This will ensure that all children will be completing the same activities and that when children return to school, they will not have gaps in their learning.

This is what the Government expect schools to provide:

'When being taught remotely, your child's school is expected to set meaningful and ambitious work each day in several different subjects. Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:

- *No requirement for EYFS*
- *3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)*
- *4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)*

Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.'

Our school's provision incorporates the online learning platforms we subscribe to. These include; Purple Mash, Oak Academy and White Rose.

The school's offer must be in line with the DfE's original Guidance for Full Opening (Section 5):

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*

- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we will:

- *set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach 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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge 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*
- *enable 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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school*

Remote learning includes:

- Consolidation/practice of prior knowledge
- Direct instruction of new content eg live lessons for KS2, White Rose lessons, Letters and Sounds lessons & materials from Purple Mash
- Independent practice eg recording answers in an exercise book or CGP materials
- Checking for understanding (eg forms/quiz within Purple Mash, feedback sent directly to the class teacher)

Our protocols for online learning remains in place.

Section 2: Supporting children and parents with remote learning:

Weekly overviews are shared with parents, via Dojo. Staff have set up systems for children to submit work and for feedback to be provided. Tasks set on Purple Mash, when submitted, allow for the teacher to provide individual feedback and for pupils to comment. Staff are also communicating directly with parents via either email, phone or Dojo messages.

Teachers will stay in close contact with parents via email and regular phone calls where children are at home all the time. Playstation and Xbox can be used to access the internet and mobile phones can be cast to Smart TVs. We have laptops available for loan, if required.

The school has provided remote learning in a timetable format to make it easier for parents whose children are not in school.

We appreciate that some parents are trying to work from home as well as support home learning.

Teachers are providing a mixture of activities, some of which can be done independently.

If required, the school can provide paper based learning activities for the children. These will need to be collected from the office. We encourage parents to contact school for exercise books/pens/pencils etc

Section 3: Children in school:

Our school's risk assessment and procedures are extremely robust and are in place to reduce the risk of transmission. Our risk assessment is regularly updated to reflect the changed guidance; a copy is available on our website. All staff are doing everything they can to keep children safe and it is imperative that we all do as much as we can to minimize risk.

Parents are asked the following:

- Please continue to follow the Government guidelines with regards to testing and self-isolation. Your child does not need to stay at home, if a member of their household tests positive and the child is not displaying symptoms.
- Please do not send your child to school if they have any symptoms themselves and get a test.
- Please adhere to all the rules outside school.
- Please adhere to the home-school agreement as this includes remote learning.

Section 4: Online Protocol

Zoom/**Teams** is password-protected but additional safeguarding and data protection protocol must be adhered to. The protocols below, have been, previously, shared with parents:

Staff:

- Send the link via Class Dojo
- Any 1:1 contact will have a second member of school staff present
- Remote sessions will take place during school hours
- Remember data protection; make sure nothing confidential is showing on your screen
- Where possible, have a second member of staff present
- Don't allow attendees to join before host
- Mute attendees on joining
- Use the waiting room and admit one by one
- Be aware that the zoom link may have been copied and shared without your knowledge, so check everyone as you admit them (check their face- not just name with blank screen)
- Turn screen sharing off
- Don't record or take/share a screenshot of everyone
- Don't share personal information
- Turn off your video and microphone, until it's needed.
- Remember that anyone could record or screenshot without your knowledge

Parents/children:

- A parent/carer must be with their present at all times
- The online session should take place in a child's 'public' room eg lounge/kitchen not bedroom
- Parents/children will agree to respect privacy and be respectful at all times
- Don't record or take/share a screenshot of everyone
- Do not, in any circumstances, share the zoom link sent to you by school

Section 5 FAQs

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote learning where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil'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.

Q. 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?

A In periods of isolation, we will deliver the same curriculum as at school.

Remote teaching and study time each day

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

A. We expect that remote learning (including remote teaching and independent work) will take pupils a minimum of the following number of hours each day. Children work at different rates, so please talk to your child's teacher with any queries and make use of the other resources that are suggested on the website too.

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

Q. How will my child access any online remote education teachers are providing?

A. You will be provided with a weekly timetable/overview from your child's teacher. This will have links to resources and websites for you to use. Teachers will also post resources on Class Dojo and within Purple Mash. In Class 2, the links to the live lessons will be on the overview. Catch up sessions will be shared either individually or via Dojo.

Q. If my child does not have digital or online access at home, how will teachers support them to access remote education?

A. 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:

We will provide 1:1 support to parents where there are difficulties accessing online learning and arrange a solution on a case by case basis. This could include:

- Support with how to use mobile/gaming devices to watch lessons and how to record responses/their learning in an alternative way
- Loan of laptop to pupils
- Providing printed materials needed if they do not have online access (weekly packs)
- Supporting pupils to submit work to their teachers if they do not have online access

Q. How will my child be taught remotely?

A. We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- recorded teaching (happened previously in KS1)
- live lessons in KS2
- access to learning platforms/online resources the school subscribes to (Purple Mash)
- use of Pobble 365, Spelling Shed, White Rose maths, Phonics websites, Monster Multiplication and online times tables sites to consolidate learning, enable mastery and to introduce new learning
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if required
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

Q. What are school's expectations for my child's engagement and the support that parents and carers should provide at home?

- it is expected that children will work through all activities on the timetable, watching/participating in the lessons and completing the activities set
- parents are expected to access the timetable/overview and enable their child to work remotely, so that they do not fall behind
- parents are encouraged to set good routines and expectations to support their child's education
- parents are expected to communicate regularly with the class teachers, particularly if they are experiencing problems with the remote learning

Q. How will teachers check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers can see via the learning platforms (Purple Mash) whether activities have been completed
- Teachers will monitor the work uploaded, photographed and/or shared. Any concerns will be shared directly with the parents
- Teachers will contact parents/carers regularly and inform them of any concerns about lack of engagement
- Teachers will monitor emails and/or messages daily and reply to support parents/carers with queries

How will teachers 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:

- Teachers can monitor via the learning platforms (Purple Mash) whether activities have been completed and they can see children's scores and give feedback
- Teachers will monitor engagement and completed work and feedback where there are difficulties/concerns
- Teachers welcome photos of work completed at home and can give feedback via email/Dojo
- KS2 children will be asked to do a weekly spelling test at home and send in their scores

Additional support for pupils with particular needs

Q. How will staff work with me to help my child who needs additional support from adults at home to access remote education?

A. We recognise that 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:

- SEN children are catered for within the class teachers' planning and provision and some activities are open ended so all can respond
- Resources are loaned eg phonics mats/counters as used in school
- Staff available to provide extra support where required
- EHCP/My Plan+/TAF/TAC meetings will continue