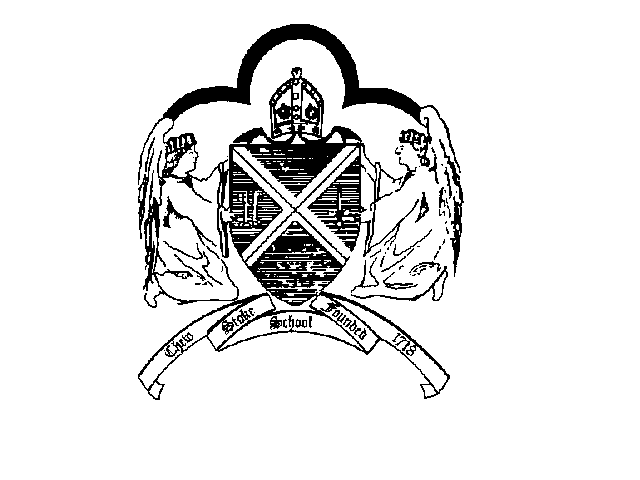
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**Chew Stoke Church School**

**Strategy for Remote Learning**

**Updated from January 5th 2021 – Period of National Lockdown**

**Introduction and Rationale**

Since the Government announcement of a National Lockdown on 4th January 2021 and the closure of schools to most pupils, we have been delivering remote learning since 5th January.

The situation is very different to the first Lockdown in March, as government guidance this time is that schools should be setting more work (3-4 hrs for KS1 and KS2) and have a system in place for checking whether pupils are engaging with home learning. We must work with families to rapidly identify effective solutions where engagement is a concern and if further support for families is needed then we will work with the Education Welfare Officer. We will contact you if we are concerned, but please be assured that this will be in a fully supportive way. Schools are also expected to provide the same learning in school for pupils who are using eligible school places.

In preparing this plan we have:

* Set up Microsoft Teams for every pupil in the school.
* Taken into account the needs of our whole school community.
* Planned a curriculum sequence that allows access to online and offline resources and teaching videos and that is linked as closely as possible to the school’s curriculum expectations.
* Selected the online resources that will be consistently used across the school.
* Recognised that younger pupils and some pupils with SEND may not be able to access remote education without adult support.

**Remote Learning.**

When delivering remote learning we will:

* Use an online learning platform (Microsoft Teams) to deliver learning remotely.
* Use pre-recorded content/lessons using existing online resources such as Oak Academy and other commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, along with daily work set by the class teacher. Where appropriate to the specific learning, planning cycle and age group, there may also be some audio/visual recorded material by school staff.
* Deliver a planned and sequenced curriculum where knowledge and skills are built incrementally so that pupils can progress through the school’s curriculum. This will be as closely aligned to our existing planning of provision as possible.
* Receive uploaded work/photos of work onto Teams. Teachers will endeavour to acknowledge and support learning regularly, providing appropriate feedback, giving support and guidance as well as acknowledgement for good effort.
* Parents may request printed work if they cannot access any online resources. This may have to be done on a weekly rather than daily basis dependent on staff availability in school each day.
* Cover over the week a broad range of work across different curriculum areas. This may vary across year groups, and within the themes of learning.
* Gauge how well pupils are progressing through the curriculum, using feedback and online interaction on Teams and other suitable assessment tasks if appropriate.
* 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.
* As we do in school, from time to time, we may plan, a whole school ‘theme day’ or a ‘fun day’ which may involve less ‘academic’ work. Parents will be informed in advance if this is the case.
* Give pupils regular opportunities to attend and participate in shared, interactive meet-up sessions online to maintain a sense of community. Guidelines are in place to ensure that these meetings are as safe as possible for both pupils and staff.

**Pupils with SEND**

We recognise that some pupils, for example 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 by checking in with them regularly. If parents need support with this then they should please contact the teacher through the office email account. If a child has an EHCP (Education Health Care Plan) the government guidance states that all such children should attend the provision in school if possible.

**Technology**

If parents do not have access to devices or the internet to support online learning, school will work to ensure either that government devices are supplied by the school, paper packs are offered or the child will attend school. Parents/carers should contact the school in the first instance if they require such support. Pupils eligible for income- related Free School Meals will be prioritised – please note that, the offer from the government is very limited. Xbox and PS4 devices also enable access to Microsoft TEAMS.

**Staffing**

In the event of a member of teaching staff being absent due to illness and too poorly to provide the daily online learning, we will offer some self-accessible activities as soon as we can. In the meantime, we will direct parents to online resources such as the Oak Academy and other recognised commercially available websites. Parents will appreciate that we sometimes have no warning of a staff absence until the day itself so we will endeavour to provide information as soon as we can.

**See Appendices below for further information.**

***Appendix 1***

**Keeping Safe on Teams.**

* Please do supervise your child on TEAMS where possible and especially in live sessions.
* Teams activity is monitored daily by our teachers.
* If you need to speak to a teacher about any aspects of remote learning, then please use the office email [office@chewstokeacademy.org](mailto:office@chewstokeacademy.org) *FAO class teacher*.
* The online chat is a platform that can be seen by all the children and should only be used by the children to talk to the teacher or to each other about specific learning tasks or to ask for support/feedback/guidance. (For younger pupils', parents may of course need to type their comments for them).
* Children and parents should not upload any documents/resources/advice/issues to the online chat. If this happens, we will delete them as you will appreciate that it is the teachers’ role to do this.
* If we deem any use of the chat by parents or children as inappropriate or unsuitable, then those messages will be removed as soon as is possible, as they are on public view, and we reserve the right to withdraw the chat function for your child if we have further concerns.

***Appendix 2***

**Live Teams guidance**

**School staff will:**

* For safeguarding purposes record the live session so that if any issues were to arise, the video can be reviewed.
* Terminate a session or remove a student should there be any unwanted behaviour or conduct by pupils or parents and report this to the school and parents as necessary.
* Allow access to the meetings through a waiting room or ‘lobby’.
* Ensure that all pupils leave the meeting before them.

**Pupils will:**

* Enter the meeting on ‘mute’ and then ‘unmute’ and ‘mute’ as directed by the teacher.
* Be in a communal area within the house and supervised (an adult in close proximity).
* Be appropriately dressed (e.g. no pyjamas).
* Behave in line with our current school behaviour policy and expectations.
* Not add comments in the comment boxes unless asked to by the member of school staff.
* Not record, video, take a screenshot and/or play with any other features during any interaction.
* Not share any content that may have been sent to them by another pupil. All such incidents will be reported to school.
* Share any concerns they have with trusted adults at home.

**Parents/carers will:**

* Read the guidance and expectations and ensure these are adhered to.
* Wear suitable clothing if the chances are that they will be passing within screenshot whilst moving around their household.
* Ensure their child is located in a communal area of the house. Where parents feel that they are best located in a room on their own, the door should remain open.
* Not record or screenshot any footage from the meeting.
* Not use this session as a place to talk to the staff about anything or to comment on the content or delivery of the session - these sessions are really for pupil and teacher interaction only.
* Raise any safeguarding concerns they have about any element of a session with the school as soon as possible.
* Not use staff personal school emails.
* Use [office@chewstokeacademy.org](mailto:office@chewstokeacademy.org) to contact teachers.

***Appendix 3***

**Live Lessons**

There is no requirement from the government for schools to provide ‘live’ lessons, and there is much advice that outlines the many risks and disadvantages. Our strategy for remote learning is meeting all DfE requirements and enables us to provide reliable learning opportunities for all. Along with many other schools, we will be delivering regular catch ups but not ‘live’ lessons for the following reasons:

* The potential safeguarding risks for pupils and staff surrounding our inability to control who sees or hears the live lesson interaction and the potential risk of home-recording and circulating of images of staff and pupils and content of lessons.
* To ensure the personal and professional safeguarding of each teacher through the monitoring of delivery and content of any lesson.
* The inaccessibility of lessons in ‘real time’ for some pupils, particularly where the family owns only one device to receive the lessons which would obviously need to be scheduled for a particular time.
* The challenge of managing to support all pupils with diverse needs, on a platform where comments would be heard by all. We need to protect those who inevitably make mistakes in their learning or behaviour. We would be unable to guarantee who would see this and this could be detrimental to many children.
* The requirement of young pupils to have adult support with their learning.
* The emotional and practical impact and pressure that live lessons may have upon children and their families. A rigid timetable can be overwhelming, particularly where parents are working from home, and we know that missing a ‘live’ lesson could cause children and parents some anxiety.
* The possibility that families or staff may not have adequate internet capacity if working from home as a necessity.