

Remote Learning Policy



RESPECT FOR ALL

Churchtown is a school where we respect and value all individuals and are respectful of each others individual needs.

LOVE OF LEARNING

At Churchtown creativity drives our love of learning. We believe that when learning is fun, purposeful, and when the voice and imagination of everyone is valued, we flourish.

FRIENDSHIP & FAMILY

The Churchtown family provides a safe, secure & friendly environment, where we all feel like we belong. We are kind & caring and build friendly relationships.

FUN & HAPPINESS

Churchtown is a school that nurtures positivity and happiness.

SKILLS FOR LIFE

At Churchtown we foster independence, determination and perseverance to build skills for life, helping our children become confident and ambitious young people.

GROWTH & DEVELOPMENT

Churchtown is a school where we encourage everyone to grow and be confident in their own abilities. We develop through hard work and co-operation in a caring, supportive environment.

COURAGE

Churchtown is a school where we encourage everyone to show courage, grit and determination

This remote learning Policy aims to :-

- Set out expectations for all members of the school community regarding remote learning
- Identify clearly the expectations for pupils and parents regarding the completion of work
- Provide appropriate guidelines for data protection

1. Roles and Responsibilities

Teachers

Teachers are responsible for:

Setting work:

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum.
- A weekly overview will be shared with parents.
- Weekly resources are uploaded to Google Classroom (Y2 - 6), Tapestry and the school website for Y1 and Tapestry for EY for access by the class by 9am for that day's learning.
- Lessons should include maths, writing and reading lessons (phonics for Reception, Y1 and Y2) plus any theme lessons to supplement these, to account for 3 lessons per day for KS1 and KS2.
- Daily directed learning will conform to guidelines for KS1 - 3 hours and KS2 - 4 hours.
- Work will include the teaching resources such as presentations and any worksheets that are to be completed by the class.
- Learning is supported with teacher recorded video lessons for at least three sessions per day. These videos will be shared across the year group.
- In Reception, daily stories are recorded by staff and shared with the cohort on Tapestry.
- Where beneficial, teachers may set other work from websites such as Purplemash.
- For children who don't have access to the internet at home, packs are produced with the relevant weekly work that can be collected from the front entrance on Monday lunchtime each week.
- Children can be provided with exercise books to complete their work in if required.

Keeping in touch with pupils and parents:

- Daily messages are sent to the class by the teacher informing them of the day's work.
- Emails received to the year group email from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Emails will be replied to within 48hrs. Replies are to be sent between these times only. Anyone from the year group can respond to enquiries it does not have to be the specific class teacher.
- Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary, teachers to contact the year group leader or member of LT for advice
- Teachers are to attempt to make contact with all pupils in their class every 2 weeks via telephone call from a withheld/school telephone number. Contact details can be accessed from CPOMS: please ensure you log off and do not share information with a third party. Record all contacts with parents on CPOMS and add any relevant actions. If there is a safeguarding concern, alert Sue Anderson, LDSO.

- Contact should be encouraging and primarily to check on the welfare of the child and family. Any concerns should be forwarded to a member of LT who may choose to contact the parents directly.

Providing feedback on work:

- Google Classroom will be used where appropriate to set work that is marked using an Google form.
- One task per day will be designated for specific teacher feedback.
- Each day, the teacher will be available for an online chat to answer children's questions about the learning for that day. This time will be indicated on the Daily Message at the start of the day and will be applicable for Y2 - Y6.
- An open dialogue will be in place for resources shared on Tapestry by EY and Y1 parents between the teacher and parents to support the child's learning.
- Parents can send any of their child's completed work to teachers via year group emails.
- Teachers are to send children's work to be displayed on the Twitter page to the Computing Subject Leader.
- Teachers should respond to any emails/messages from parents/children within 48 hrs

Behaviour:

- All children should continue to accumulate their daily point.
- Extra points can be awarded to children for work they have completed/engagement with home learning/attitude to learning.
- A photograph of their postcard can be sent to the child/parent via e mail and then kept in school to be given out when the children return (or if the child is on school can be given out sooner)
- Names of children who have received their awards will need to be added to the Google doc so they can be read out during Friday Virtual assemblies
- We will continue to focus on our Churchtown Values.

Teaching Assistants

Teaching assistants must be available to work from home on their days of work and usual hours. If working a full day, the hours of work will be from 9am - 3pm. During this time, they are expected to check work emails and be available when called upon to attend school. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teaching assistants are responsible for:

- Supporting pupils with remote learning.
- Attend virtual meetings where required regarding pupils.
- Assist the teacher in making class calls.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – SMT
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

See the COVID-19 amendments to the Child Protection Policy

IT staff

IT staff are responsible for:

- Creating emails
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer

Pupils and parents (also see Remote Learning at Churchtown Appendix 5 and Remote Education provision for parents Appendix 6)

Staff can expect pupils to:

- Complete all of the work set for them to their best standard.
- Ensure that any problems with the tasks are written down and fed back to the teacher via email or through google classroom.
- Be contactable during the hours of the school day 9am – 3pm
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the Year Group section on our website and the 'Learning Whilst at Home' page for the weekly timetables and other useful links for learning.
- Be respectful when making any complaints or concerns known to staff.

MAT

The MAT is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

2. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be able to explain how they can access the data, such as on a secure cloud service, eg: using CPOMS. Teachers should only use devices provided by the school, such as laptops and iPads, to access personal data.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure and follow the school AUP. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

3. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

Live online sessions for social interaction

- School staff will research the providers the school will use for live online sessions, considering ease of use, privacy measures and suitability for the purposes.
- Staff will ensure privacy settings are adjusted appropriately and will test and understand the service before conducting their live online session. Staff will ensure they understand how to mute the microphone and how to turn off their camera on their device before their live online session.
- Staff will always have due regard for the school's Child Protection and Safeguarding Policy whilst conducting live online sessions.
- Staff will be reminded of their safeguarding obligations and will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.
- Staff will ensure all video settings are private and meetings are limited to those children/adults invited. Meeting links and passwords will be published via our online learning platforms.
- The school will communicate the importance of online safety to parents, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Pupils will be reminded not to share private information through the live online system.

Personal data

- Staff will have due regard for the school's Data Protection Policy at all times whilst conducting live online lessons.

- The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via our online learning platforms.
- The school will provide pupils with a school email address and login for the chosen live online session platform to ensure no personal email addresses or usernames are used by pupils.
- All live sessions will be recorded, all members of the live lesson are notified of this in advance via the AUP (Appendix 1 and 2)

Pupil conduct

- Pupils will be reminded to adhere to the school's Behaviour Policy at all times during live online sessions, as they would during a normal school day. The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the school's Behaviour Policy
- The school will provide pupils and parents with a copy of the AUP to ensure they understand their responsibilities with regards to conduct during live online sessions. (See Appendix 1) The school will ensure that parents and pupils receive, sign and return the AUP prior to taking part in live online sessions.
- Pupils will be reminded that they should take part in live online sessions in an appropriate setting and that they should not record these sessions on their devices. Pupils will be reminded not to speak during live online lessons unless they are prompted to do so by the adult leading the session.

Staff conduct

- Staff will only communicate and conduct live online lessons through channels approved by the Leadership Team.
- Staff will be aware of the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to their own conduct during live online sessions. The school will ensure that staff read, sign and return the Staff AUP prior to commencing live online sessions. (See Appendix 2)
- Staff will only use school-provided email addresses to communicate with pupils when conducting live online sessions and will only use school-owned devices for conducting these sessions.
- Staff will ensure they conduct their live online session from an appropriate location – either the classroom, or if this is not possible, from a quiet area in their home which has a neutral background. Staff will communicate with pupils within school hours as far as possible (or within hours agreed with the school to suit the needs of staff).
- Staff will report any incidents which occur during live online lessons, e.g. behavioural issues or technical glitches to ensure it dealt with by the correct personnel e.g. DSL, Technician.

Pupils with SEND

- The school will ensure pupils with SEND receive any additional support with live online sessions where needed, e.g. from an additional member of staff within the live online session or via a phone call.

- Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.
- Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

See Appendix 3 and 4 for Guides shared with Parents and Staff regarding live online sessions.

5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Acceptable Use Policy for Home Learning
- ICT and internet acceptable use policy
- Online safety policy

POLICY REVIEW

This policy is reviewed annually by the Assistant Head for Curriculum and the Leadership Team.

The next scheduled review date for this policy is September 2021.

Google Classroom Acceptable Use Policy

From June 2020, Churchtown Primary School will provide students with filtered, monitored Google Suite accounts for the purpose of facilitating teacher-pupil communication and participation in web-based classroom activities via Google Classroom. The goals of the school is to provide a tool for additional effective and meaningful classroom instruction whilst children are undergoing remote learning and ensure that these tools are used in a safe manner. Therefore, the Google accounts being provided for children are intended for **educational purposes only** and will be actively monitored through our domain and by staff. Failure to comply with the acceptable use policy of Churchtown Primary School by children can result in restrictions being placed upon the accounts.

1. Account security and safety.

It is the responsibility of children and parents to maintain the confidentiality of their Google account information. Children will not share usernames, passwords, or other account information. Children will report any possible unauthorised use of their accounts to a teacher. Under no circumstances, will children attempt to login to another child's Google account.

Cyber-bullying and harassment will also not be tolerated. Children are expected to report any suspicious or threatening communication immediately to their class teacher.

2. Student use guidelines.

Children's Google accounts are to be used for the following purposes only:

- Teacher-pupil correspondence
- Accessing/submission of classroom assignments or materials
- Creation of documents for classroom work

Children may not use Google Suite accounts for:

- Unauthorised personal communication
- Bullying or harassment of other children
- Forwarding of chain mail, spam, or commercial content
- Sending inappropriate or immoral content or language

If video conferencing for 'face to face' contact to support remote learning develops, children and parents must ensure:

- Children dress appropriately when video conferencing and make sure that there are no distracting materials or backgrounds.
- Be mindful about what family activities would potentially be heard/seen during your video conference.
- Understand that sessions may be recorded for the safety of all children and are monitored by our security systems. These recordings will not be publicly available and may later be accessed by school staff to support your online learning further.
- Understand that the chat feature should only be used by the member of staff running the session. Children must only use it if directed to by their teacher. We will not, under any circumstances, take photos, screenshots, record any video, or audio, from these conference sessions. Children do not have permissions to do so and it is a violation of our Acceptable Use Policy
- Follow the safety measures outlined above, if the school chooses to provide live streamed lessons. We will not share any materials from these sessions with anyone else. If materials are found to be shared (on any platform) then we understand that may be blocked from future sessions. All concerns will be reported using the usual behaviour management policy in school.

3. Privacy.

Children's Google accounts are the property of Churchtown Primary School. Children should not expect any content to be hidden or private from school, and it should not be used to store information that needs to be treated as such. Appropriate action will be taken if dangerous or malicious programs or content are detected.

These terms supplement the school's ICT 'Acceptable User Policy' which you have already signed and follow at all times.

To be put on Parent App-

Parent/Guardian Consent:

Google Suite runs on an Internet domain purchased and owned by the school and is intended for educational use. Your child's teacher will be using Google for lessons, assignments, and communication. School staff will monitor children's use of Google classroom in school. Parents are responsible for monitoring their child's use of Google when accessing programs from home. Children are responsible for their own behaviour at all times.

I agree to the parent and child expectations as outlined in the AUP and give my child permission to use Google Suite.

Appendix 2 - Staff AUP

Acceptable Use Policy Staff, Governors and Visitors

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents.

- I understand that personal devices should be kept in bags/cupboards and not out on desks. Mobile phone can be used in the staffroom and classrooms when the children are not present, but should not be used when walking around school or in places where children are.
- I understand that personal mobile phone calls/messages may only be taken during staff breaks or in staff members' own time. If staff need to have their phones for emergency use, they should notify the Leadership Team.
- I will not access facebook or other social networking sites from a school computer whilst on school premises. Facebook can be accessed on personal handheld devices, using personal internet data, at break times only.
- I will only use the school's email / Internet and any related technologies for professional purposes or for uses deemed 'reasonable' by the Heads or Governing Body.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role and use appropriate language.
- I will not give out my own personal details, such as mobile phone number and personal email address, to pupils.
- I will only use the approved, secure email system(s) for any school business.
- I will ensure that personal data (such as data held on SIMS) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will not install any hardware or software without permission of the network manager,
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Images of pupils and/ or staff must only be taken and stored on computers / drivers owned by the school. Images will not be distributed outside the school network (eg. Website / local press / Smugmug) without the permission of the parent/ carer, member of staff or Headteacher.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to my Line Manager or Headteacher.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community
- I will respect copyright and intellectual property rights.
- I will support and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role into disrepute.
- I will not access Facebook or other social networking sites from a school computer whilst on school premises. Facebook can be accessed on personal handheld devices at break times only.

Social Networking

Online conduct should not be different to offline conduct.

Employees using social networking sites in a personal capacity must ensure that they do not conduct themselves in a way that is detrimental to the School/College. To do otherwise may lead to formal disciplinary action under the School's/College's Disciplinary Procedure.

They should not:

- Post offensive, defamatory or inappropriate comments about the School/College, its students, suppliers or any of its employees.

- Allow interaction on websites to damage or compromise working relationships with colleagues
- Make discriminatory or offensive comments about work colleagues or students. • Post photographs/videos of themselves, colleagues or students taken in school or which is work related unless agreed by the Headteacher.
- Post or send abusive or defamatory messages.
- Record any confidential information about the School/College on any social networking sites
- Post information which would lead to the identification of a student.
- Accept requests of any pupil of the School /College or former pupils under the age of eighteen to become 'friends' on Facebook or any other social networking site.
- It is advisable not to accept requests from the parents or guardians of any pupil of the School/ College or former pupils under the age of eighteen to become 'friends' on Facebook or any other social networking site. Should you wish to accept such a request you must seek advice from your Headteacher before doing so.
- Make a request to become 'friends' with any pupil of the School/College or former pupils under the age of eighteen as friends on Facebook or any other social networking site.
- Make a request to the parents or guardians of any pupil of the School/College or former pupils under the age of eighteen to become 'friends' on Facebook or any other social networking sites.
- It may be necessary to create closed 'blogs' and social networking areas for curriculum purposes. Any such activity should be agreed in advance with the Headteacher.
- On occasions when it is appropriate for staff and students to share a closed 'blog' or social network area for curriculum purposes and permission has been given to do so, appropriate measures must be put in place to ensure the safety of the staff and pupils.
- Profiles on social media should not be traceable to a person's place of work.

User Signature

I have read above statements and Sefton Councils Social Media Policy and I agree to follow this code of conduct and to support the safe and appropriate use of ICT throughout the school and in my online activity.

Signature Date

Full Name(prin

Appendix 3 - Online sessions guide for parents/children



CHURCHTOWN
PRIMARY SCHOOL

IT SUPPORT
HELPDESK

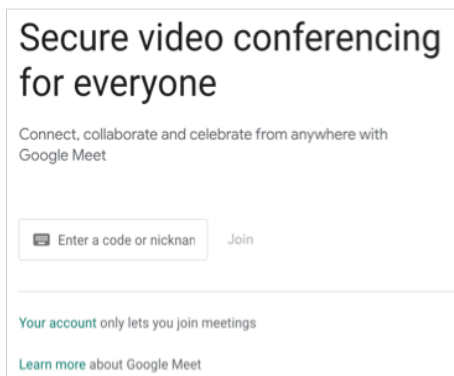
GOOGLE MEETS STUDENT / PARENT GUIDE

Google Meets (GM) is a web video conference platform similar to Zoom and Microsoft Teams. GM is provided as part of your student email account.

Students are only able to join meetings that have already been setup by teachers within school. You are not able to create a meeting yourself

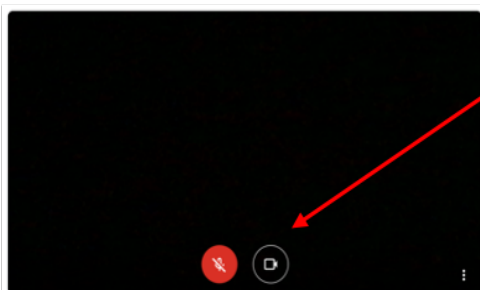
To access and join a GM meeting please visit <https://meet.google.com> or download the Google Meets App from the Apple App Store or Play Store and login with your school email address and password (the same as google classroom).

JOINING THE GOOGLE MEET



The teacher will send you a meeting code before the meeting is due to start via the Stream on Google Classroom.

Please put this code in the "Enter A Code or Nickname Box" at the time your google meet lesson is due to begin.



Turn on your camera and mute your microphone.

You must only unmute yourself when asked to by the teacher on the call.

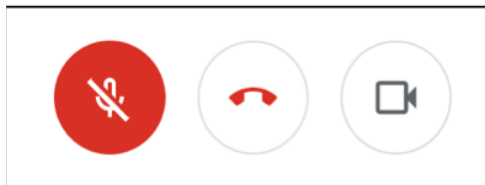


Join now

Click the Join Now button



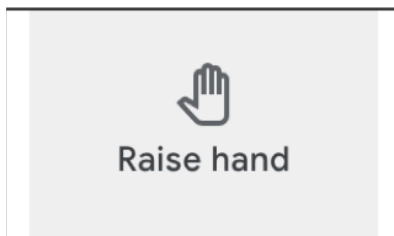
DURING THE GOOGLE MEET



When you are asked to, you may unmute yourself by clicking the red microphone button.

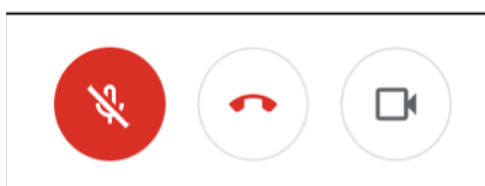
When you have finished speaking please click the mute button again.

You must leave your camera on during the full google meet.



Just like in the classroom if you want to ask a question please click the Raise Hand button.

LEAVING THE GOOGLE MEET



When you are asked to by the teacher on the Google Meet you can leave the meet by clicking the red phone button.

Appendix 4 - Online sessions guide for staff



CHURCHTOWN
PRIMARY SCHOOL

IT SUPPORT
HELPDESK

GOOGLE MEETS TEACHER GUIDE

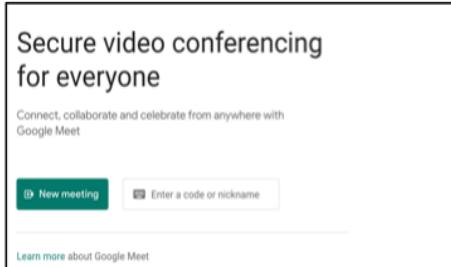
Google Meets (GM) is a web video conference platform similar to Zoom and Microsoft Teams. GM is provided as part of your staff email account.

This guide outlines the steps to be taken to setup a google meets chat with your class group using the Instant Meetings Tool and Google Classroom Stream.

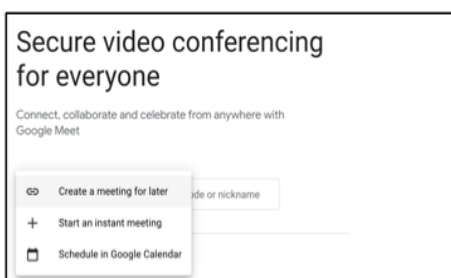
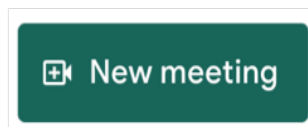
To access and setup a GM meeting please visit <https://meet.google.com>.

A SEPARATE GOOGLE MEET SHOULD BE USED FOR EACH WEEKLY MEETING. DO NOT USE THE GOOGLE CLASSROOM MEET LINK.

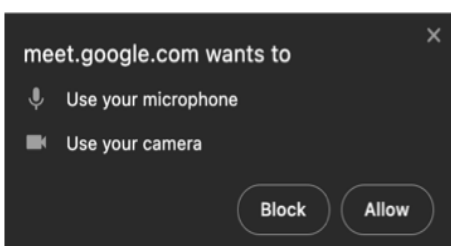
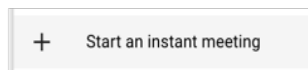
STEP 1 – NEW MEETING (BEFORE SHARING LINK WITH PUPILS)



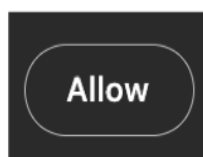
Navigate to the URL above and click the green New Meeting button:



Select Start an Instant Meeting

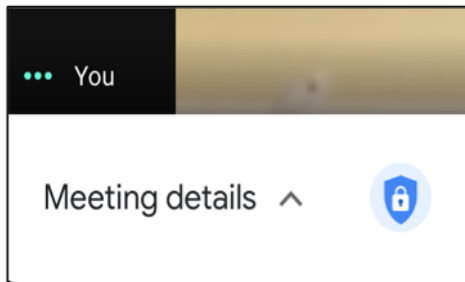


When prompted click Allow to use of Camera & Microphone

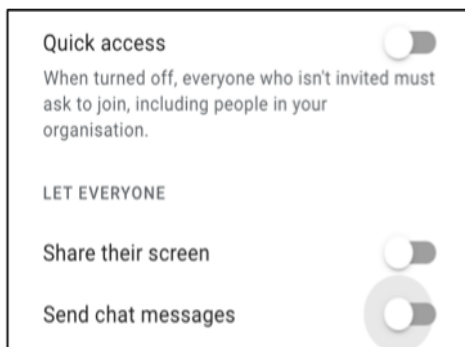




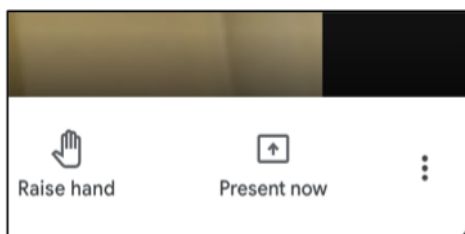
STEP 2 – SECURITY SETTINGS & INVITING STUDENTS



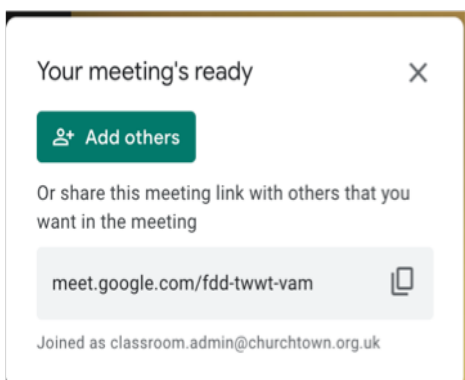
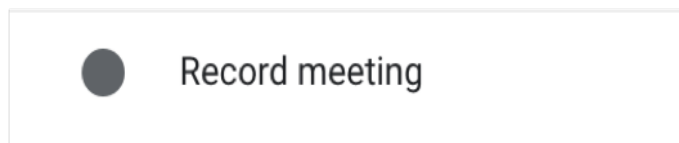
In the bottom right of the meeting click on the Blue Padlock in a shield



SWITCH OFF ALL OF THE SETTINGS TO THE LEFT. THIS WILL ENABLE WAITING ROOM AND ENSURES ONLY KNOWN STUDENTS JOIN THE MEETING



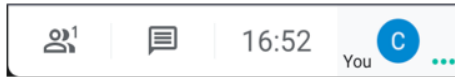
Click on the 3 Dots to the bottom Right of the screen – select Record Meeting.



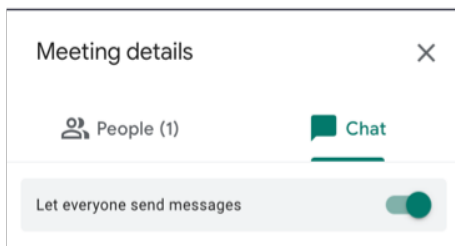
Copy the Link using the copy tool from the window as shown on the right and put this link into your Google Classroom Stream



STEP 3 – IN MEETING CONTROLS



Press the participants button to see all of the participants in the meeting – you will need to admit students to the meeting.



In the Chat Tab you can switch off the Chat function as required.

STEP 4 – ENDING THE MEETING

When the meeting comes to an end – all pupils must leave the meeting. The host (teacher) must be the last to leave.

Appendix 5 - Remote Learning at Churchtown

Remote Learning at Churchtown Primary School

Working within this current COVID climate we have had to think very carefully about how we plan to teach and for children to learn at Churchtown. We have prioritised safe routines and mental health and well-being, whilst ensuring that gaps in knowledge and understanding are filled. Teachers are planning learning which starts with what the children know and that moves all children on. **It is essential that we continue to do this whether we are working in school or at home. In the event of a part or full school closure, the school will revert to remote learning via Tapestry or Google Classroom.**

As a result we have put together the following document which outlines our commitment to learning and gives clear guidance on what we are doing in school and what you and your child will be expected to do if they have to learn at home.

Our commitment to Remote Learning		
Teachers	Parents	Children
<p>We expect school to: -</p> <ul style="list-style-type: none"> - Provide a home learning email address for each year group for parents/school to use for communication. - Upload all learning material onto Google classroom/Tapestry each week. - Support any families who are struggling to access materials to enable all children to learn at home. - Provide packs for collection at the school office for those named children who do not have internet access or a device. <p>Completed work can be sent to the year group home learning email address.</p> <p>If a whole class/bubble/school are working at home:</p> <ul style="list-style-type: none"> - We will provide video support materials. - We will provide daily morning messages and an opportunity for children to 'live message' the teaching staff on a daily basis. - We will set 3 tasks to be completed each day, one of which can be completed via Google classroom/Tapestry and which teachers can feed back on. - We will keep in regular contact with families to monitor learning from home. 	<p>We expect parents to : -</p> <ul style="list-style-type: none"> - Access the learning materials via Google classroom/Tapestry if your child is well and working from home because they are self isolating. - Support your child in engaging with the learning via Google classroom/Tapestry in an age appropriate manner. - Maintain contact with staff from school via phone calls/e mail - Support your child in completing the daily tasks/learning set for them by their class teacher/year group. - Ensure completed work is returned via Google classroom, Tapestry, year group home learning email address and/or homework books (dependent on your home situation) 	<p>We expect children to : -</p> <ul style="list-style-type: none"> - Access the learning materials via Google classroom/Tapestry if they are well and being asked to stay away from school. - Complete the 3 daily tasks set using the support materials provided. - Hand in any work completed either virtually via Google classroom or in photographic form to the year group home learning e mail address or in your homework book. - Maintain communication with class teachers via the daily morning message and/or taking part in the live chat.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education 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.

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

Whilst schools are fully open all work for each year group is uploaded to Google Classroom or onto Tapestry/School website on Monday each week. Children are encouraged to take home reading books along with diaries/planners on a daily basis should they be unable to return to school.

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 if required we would make slight adaptations in some subjects for example in Science an investigation we may complete in school with a range of equipment may not be possible to be completed at home. Therefore we may offer ideas/alternatives to this activity which would work towards the same learning objective.

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

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Children in EYS and Year 1 will access their learning online using 'Tapestry' – in Year 1 the learning resources will also be available on the school website. From Year 2 children will be able to access their learning via Google Classroom.

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

All parents have previously provided information regarding access to technology at home – which is held by teachers. Children who do not have access to the online learning platforms (whether that is linked to hardware or internet access) will be provided with a paper pack, which must be collected from school. These packs are available on a weekly basis and can be picked up from the school entrance area from Monday lunchtime. If children complete work on paper/printed worksheets their work can be sent across to their teacher via a year group specific home learning email address.

Some children/families who do not have access to appropriate technology may be entitled to lend items of hardware (laptops/iPads) from school, we encourage these families to make contact with school and their individual circumstances can be discussed.

How will my child be taught remotely?

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

Children will be supported in their learning with 3 videos uploaded each day to the online learning platform to accompany the lessons planned. These videos will be recorded by teachers/staff who work in the Year group and specialist teachers/coaches who would normally work with children.

Teachers may also provide children with access to other recorded teaching/materials available online which will support the planned learning e.g. White Rose, Oak Academy, BBC Bitesize.

Printed paper packs will be available for children who do not have access to the online learning platforms but also for children who, because of a specific learning need, would benefit from having the task on paper.

Reading books and exercise books can be provided for children who require access to these resources.

If required teachers will provide additional learning support via phone or e mail.

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?

Tasks set via our online learning platforms will be checked daily and detailed, age appropriate feedback provided on one task per day. This feedback will be given within the week the task is set or sooner.

Each task completed and handed in via our online learning platforms or sent into our Year group home learning e mail address will be acknowledged.

From Year 2 onwards we ask that the children read and acknowledge a 'Morning message' posted by the teacher as a means of registration each day. We also ask that when it is possible children access the 'live chat' which will take place daily on the stream. This will be an opportunity for children to live message the teacher and ask any questions/feedback on their learning in response to questions posed by the teacher leading the chat.

We expect parents to support their child in accessing their home learning via the remote learning platforms and to let us know if there are any issues regarding access which we can support with. SEE separate document 'Remote Learning at Churchtown' for further guidance.

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

Engagement with our online learning platforms will be checked by teachers daily.

If teachers are concerned about lack of engagement this will be addressed immediately via a phone call to ascertain if school support is needed. Teachers will endeavour to support parents, as required, to secure engagement with learning.

Ongoing monitoring where engagement has been a concern will take place.

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 pupil work is as follows:

Children will receive regular feedback on tasks completed via our online learning platforms.

They will be asked to submit one piece of work a day which their teacher will provide feedback for.

Feedback will be age appropriate and may consist of the following : -

- Typed notes (as private comments)
- Voice notes/messages
- Automatically generated scores for quizzes
- Replies to messages/observations uploaded by parents/carers
- Replies to e mails sent to the Year group home learning address
- Phone call feedback
- Whole class feedback

Teachers will assess the task submitted each day and plan for future learning accordingly.

These tasks may consist of tests/quizzes which are designed assess learning but

Additional support for pupils 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 pupils, for example 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:

We have chosen to use Tapestry as our online learning platform for children in EYS and Year 1. We have made this decision as we feel it allows us to deliver appropriate provision for our youngest children.

For children who need support to access their learning or who are on our SEN register we have made specific arrangements with families which include : -

- Learning packs tailored to individual needs/next steps in learning, these may be paper based or sent to the individual child via e mail or via our online learning platform.
- Additional support for families with EAL in the form of voice recordings/translation of materials
- Regular and frequent contact via phone or e mail to support/provide additional input for learning.

Remote education for self-isolating pupils

Where individual pupils 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 pupils 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?

In cases of self isolation children will be able to access all of the learning for their year group via Tapestry/Google classroom. This learning will mirror the learning taking place in school (with adaptations as required to enable access from home)

Work can be submitted/handed in and therefore monitored in school by teachers.

Teachers will keep in close phone contact with children in cases of self isolation to ensure engagement and provide support as required.