**William Cassidi C. E. Aided Primary School**

**Remote Learning Policy Statement**

This statement has been designed to share relevant information about the school’s provision for remote education. It aims to support the understanding of what pupils and parents/carers should expect during periods of school closure or pupil isolation.

**Information for Parents/Carers:**

The information given is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if restrictions require the full closure of the school, entire year groups or individual pupils to self-isolate.

The school maintains contact with families through our website and a text messaging service. We utilise a learning platform to deliver remote learning, ‘Eschools’ and each child and parent/carer has their own individual login to their child’s class page. Remote learning is delivered through this facility.

**The Remote Curriculum During Whole School Closure or Year Group Closure:**

The first day or two of remote education may look different form our standard approach whilst the school prepares for a longer period of remote learning.

During the first few days staff will prepare a timetable and online resources to enable each child to access all areas of the curriculum. For younger children (Foundation Stage) work packs will be compiled to support learning which complement their online provision. Arrangements will be made for collection of these packs from school.

Equipment in the form of exercise books, stationary and reading books will be available from school for collection for those requiring these materials who do not have access to them at home.

Following the first few days of remote education the same curriculum will be taught remotely as is in school and for those attending as Key Worker or Vulnerable Children whenever possible. However, some adaptations for some subjects will be required. Wherever possible home learning activities will be set that require equipment that a majority of homes will have. Should these not be available within the home, activities may need to be modified with resources that are available. Subjects that may be impacted are: science; art, craft and design; design technology; and physical education. It is recommended that each child has 60 minutes of daily physical education and that additional access should be available to support mental health and well-being through PSHE and additional resources. At all times we will promote support for resilience and be mindful of anxiety, stress or low mood, as well as issues including bereavement and sleep.

By prior arrangement parents/carers may collect additional resources from school to enable remote learning activities to be completed. Those attending education at school may also require some adaptation of the set timetable due to the individual nature of the activities and additional factors within the school setting such as the numbers, age range, space and time present by each individual and those caring for them.

**Accessing Remote Education:**

Provision will be planned for each day (Monday to Friday during term time) and additional resources and activities will be signposted for further study. The timetable and resources will be uploaded by staff prior to a Sunday evening each week to enable parents/carers to plan their week. Activities will be appropriate the age/stage of learning including the provision of differentiated activities (where required). Teachers will provide weekly clear explanations of content, opportunities for interactivity, scaffolded practice and opportunities to apply new knowledge.

The approximate length of studies for each day will be:

* Key Stage Two: 4 hours
* Key Stage One: 3 hours on average with less for younger children
* Early Years Foundation Stage: provision of weekly activities across all areas of learning which may be accessed online and the provision of a learning pack with some resources.

Each Eschools class page will have details of expectations, how to contact their teacher, how and when to submit completed work and marking of submitted work.

William Cassidi C.E. Aided Primary School utilises the following platform and online resources:

* Eschools learning platform
* Purple Mash
* Science Bug
* Hamilton Trust
* Times Tables Rock Stars

Pupils may also be directed to access additional materials from:

* BBC (online and television)
* Oak National Academy (which removes the necessity for staff to record online video lessons)
* Other specific items for ‘one off’ lessons

Additional approved internet sites and materials may be added to this list as deemed appropriate to remote learning.

The Head teacher will have overarching responsibility for the quality and delivery of remote education.

The school appointed an administrator (Mr. Proud) who provides access support and checking of pupil engagement. Mr. Proud works with families to remove barriers to access. In addition, he conducts a Home IT Audit and maintains an up-to-date list of those who either do not have the facility/or limited to access online learning. These families will be provided with work packs of printed materials and appropriate resources to enable remote learning to occur. Packs will be available each week for collection from school. Activities set will not be detrimental to these pupils. When the school receives their allocation of devices from the DfE they will be distributed to families accompanied by a user agreement/contract.

IT staff will be available to answer IT queries and any password or access issues. Parents/carers will be informed of the system to report any ongoing issues during the closure.

**Online Safety:**

Online safety is of paramount importance. Keeping children safe online must be the first priority. Parents/carers will find safety information and advice on the school website and we require all parents and carers to adhere to all safety protocols and procedures to ensure their child, other children and school systems remain safe and secure. The school holds specific licences for online sites, access to them should not be given to other parties and no passwords should be shared at any time. We recommend that parents/carers monitor their child/children’s IT use and be near/supervise online learning. We also recommend vigilance when children are using IT away from remote learning to ensure data protection, age -appropriate access and e-safety are maintained.

**Remote Learning Teaching Approaches:**

Each class will utilise a range of approaches to teach children remotely. Some methods are more suited to different age groups and others to specific subjects. By utilising a variety of approaches we aim for children to undertake a blend of written, practical, physical, verbal and auditory activities. We do not recommend that children spend their learning wholly based at a computer/screen device.

Some examples of remote teaching approaches utilised are:

* Recorded online video lessons
* Recorded stories
* Recorded teaching
* Work sheets
* Work books
* Reading books
* Websites supporting the teaching of specific subjects or areas, including video clips or sequences
* Long-term project work

**Engagement and Feedback:**

William Cassidi C. E. Aided Primary School expects every child to access remote education every week. Children are expected to make their best effort when completing remote learning and to continue to work to their highest standards as well as behaving as they would in school whilst learning at home. Children are expected to complete all specified tasks each week and to follow their teacher’s instructions regarding the submission of work, doing so within the stated timescale. Should children require help when completing an activity, they should message their teacher who will provide support and assistance whenever possible through Eschools. Children are also expected to keep safe online following all of the school’s safety rules.

Teachers will set work (as previously stated) using the Eschools class page. Completed work or evidence photographs that have been uploaded within the specified timescale will be marked by the class teacher. The teacher will then respond to this work directly with each child each week. A majority of feedback will be individual to each child, some feedback will be to the whole class and some will be generated automatically through online marking on a digital platform (which is monitored by the class teacher). Children are encouraged to engage in a dialogue with their class teacher about their work.

Every child’s Eschools account will be monitored on a weekly basis. This will enable school to check each child’s engagement with remote education. School will contact families by either text, telephone or through Eschools parent accounts where engagement is of concern to offer support and advice, as well as checking on any connectivity issues. School aims to support parents/carers to remove any barriers to remote education learning for their children. Parents/carers are requested to notify school of any connectivity issues and any other obstacles or concerns they may have about their child or remote learning. By working together all children’s learning can progress.

**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 that this may place on families, and we will work with parents/carers to support those pupils in the following ways:

* Conduct discussions with families to agree actions which reduce barriers to learning
* Provide a modified online remote education which meets the needs of the individual
* Where possible, provide additional resources to support remote learning
* Where appropriate, provide work packs for collection

**Remote Education For Self -Isolating Pupils:**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, pupils should access their Eschools class page. They will be provided with remote learning activities by their class teacher which support learning which matches as closely as possible the learning provided in school for their peers. For younger children packs may also be provided for specific activities. As with all remote learning activities will be planned and well-sequenced with meaningful and ambitious work across different subjects that are identified for completion either day-by-day or over a period of a week.

The following documents have been utilised in the devising of this policy:

DfE template December 2020

Restricting attendance during the national lockdown: schools January 2021

Policy reviewed: 16.03.23

Provisionally published on the school website:

Policy to be considered for approval by the Governing Body: 29th March 2023

Date for review: March 2025 (or sooner should DfE requirements alter)