



Remote/ Blended Learning Policy

In September 2020, our school returned to full-time education following enforced school closure due to Covid 19 closure in March 2020. Although we hope that the majority of our children will now have an uninterrupted educational experience, there remains the possibility that an individual child, class bubble, or indeed the whole school, could be required to self-isolate for a period of time. We have therefore put in place a plan for remote learning to ensure all children are able to continue with their education.

This Remote Learning Plan meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Remote education provision: information for parents

This Remote Learning Plan is intended to provide clarity and transparency to pupils, parents and carers in regards to expectations from remote education should local restrictions or a reduction in staffing capacity require entire cohorts (or bubbles) to remain at home.

For details of expectations should individual pupils be required to self-isolate and be unable to attend school in person, please see [‘Remote education for self-isolating pupils’](#).

The remote curriculum: What can be 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 review and take necessary action to prepare for an extended period of remote teaching.

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

Within the first two days of a class closure, all pupils will be supplied access to a ‘paper pack’ of work, if they cannot access Class Dojo, that they should complete. Within this pack there will be work on phonics (EYFS and KS1), reading, writing and mathematics. This ‘paper pack’ will have been prepared in advance of any closure and so will be a reinforcement or practise of key concepts expected at the child’s stage or age of education. Class Dojo remains live and is regularly populated with ideas and activities for children to support with emotional health and well-being amongst other areas.

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 strive to ensure that teaching (whether this be remotely or within school) remains consistent **wherever possible** and appropriate. However, we may need to make some adaptations across some subjects. For example, in science, we may adapt projects or activities to ensure that resources remain consistent to those that children will be able to access in their home setting.

Daily remote teaching and study time

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:

Primary school-aged pupils	
Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

Accessing remote education

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

Each child has now received their own password to our online teaching and learning platform, which will be conducted through Microsoft TEAMS. Your child's teacher will have supplied you with a username and password.

In addition to 'assignments' via Microsoft TEAMS, weekly learning overviews (outlining the learning for the week) will be posted on your class Dojo page and in the 'Files/ Posts' section on TEAMS.

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:

You or your child can access Microsoft TEAMS accounts on most digital devices with internet capability (including PC, laptop, iPad, mobile phone or x-box) If you have difficulty downloading or accessing Microsoft TEAMS, please contact the school office on 01977 704138 or at cherrytreeoffice@watertonacademytrust.org and you will be supported to do this.

If you do not have an internet connection, or access to mobile data at home, please contact the school office as we have contingency measures in place to ensure we are able to reach our school community in its entirety.

If you do not have access to a device which is able to support Microsoft TEAMS, we would ask that you please contact the school office in the first instance. We will endeavour to provide all learning via our school website under your child's class and support this with a paper pack of learning. This paper pack can be made available to collect from school (abiding to restrictions imposed by the current risk assessment in place) or delivered to your home. Parents and carers are reminded to inform school of any barriers to accessing remote learning.

If your child is unable to access Microsoft TEAMS and therefore consequently unable to receive feedback electronically for work completed, we ask that you retain and submit their completed paper pack to school on their return. This work will be marked by the class teacher and feedback will be given. Feedback and support can also be offered during telephone contact that will be attempted by your child's class teacher during their period of isolation.

How will my child be taught remotely?

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

A weekly overview of learning will be produced by your child's class teacher. This will include daily phonics/ reading, writing and mathematics. Additional learning will link to wider subject areas and there will be a focus on physical activity and tasks to support mental health and well-being.

Weekly overviews of learning will be added to your child's class page on Teams and Class Dojo.

Within the overview of learning a blended approach will be used which may include:

- Links to Oak National Academy – where online lessons may be set for your child
- Links to YouTube and / or BBC Bitesize
- Activities / lessons to complete in a work book (School can supply these if required).
- Links to worksheet examples to complete (which will be uploaded to the page)
- Links to other educational sites such as Oxford Owl or TT Rockstars (Your child will be provided with passwords for these if these are to be used)

Microsoft TEAMS will be used to arrange three daily interactive session with the class.

Your child's class teacher may record some lessons, instructions and/or modelling as necessary. Sessions that are recorded will be uploaded for anyone that missed the live input.

A hybrid of pre-recorded and live aspects of learning allows for some flexibility. We appreciate that many parents and carers may themselves be working from home and may have to arrange their own work around their child's scheduled learning.

Engagement and feedback

What are your expectations for engagement and the support that we as parents and carers should provide at home?

The school expects that your child completes all of the learning as outlined on the weekly overview supplied. These tasks have been divided up into a daily timetable for clarity. Each day's learning will build on the work from the previous day, so it is important that children attempt and complete the work set in chronological order. (Rather than missing out or skipping days). With this in mind, it is imperative to establish a routine with your child for their work, one that suits you and your particular circumstances. This is important to reinforce expectations of your child each day. We will also supply guidance relating to the timings of learning overviews to further support. Please remember, it is essential that children do have breaks in between activities.

We would expect that primary aged children will require some level of support with their daily tasks, the level of support will depend on the age and ability of each individual child. If you have any concerns or feel you require further information on how you can best support your child, please contact the school office.

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

When your child accesses learning via Microsoft TEAMS, there is a function for them to upload their completed work, which can then be 'handed in' electronically and checked by the class teacher. There also exists a facility for users to make comments and for the teacher to respond. If it is identified that your child has not completed activities set, staff will be in touch to ascertain any mitigating factors.

If a child is unable to access remote learning via Microsoft TEAMS and is instead completing work from a paper work pack, feedback and support can be offered during telephone contact that will be attempted by your child's class teacher during their period of isolation.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments. For example, whole-class feedback or quizzes marked automatically via digital platforms have also been identified as valid and effective methods of feedback. Our approach to feeding back on pupil work and progress is as follows:

- Asking children to upload their work electronically and following this submission up with an individual comment via Microsoft TEAMS.
- Setting a quiz – which may be marked automatically
- Responding to children's individual questions via Microsoft TEAMS.
- Marking and providing feedback on any 'paper work' packs once they have been returned to school.

Additional support for pupils with particular needs

How will you work with me to help my child who requires additional support from adults at home to access remote education?

We recognise that some pupils, for example those who may have special educational needs and disabilities (SEND) may not be able to access remote education without additional support from 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:

If your child is identified as having a special educational need and/or disability (SEND), staff will contact you to discuss options to support their learning. As each child's needs are individual, our staff are best placed to discuss how learning can take place and how activities may be required to be adapted. Further support will also be accessed from external services working with school e.g. visual impairment teams.

A learning overview will be provided for those pupils identified with special educational needs and/or disability (SEND); however, the frequency of activities and tasks may be required to be adjusted accordingly to reflect age and attainment.

Children identified as having a special educational need and/or disability (SEND) will be supplied a Microsoft TEAMS account, which they can access with support from home. Staff will speak live to pupils and use Microsoft TEAMS as a platform to discuss learning with parents and carers (rather than directly with the child).

For our youngest children in nursery, reception and year 1, a learning overview will be provided in the same way as for all other year groups. However, the number of activities and tasks will be reduced in order to reflect the age group of the children. Children in these age groups are still supplied with a TEAMS log in account, which they can access with the support of their parent and carers. Teachers will speak live to the children and use this as a platform to talk through any learning to the parents and carers (rather than directly to the child). Phonics for these children will form an integral part of any remote learning.

Remote education for self-isolating pupils

Where individual pupils are required to self-isolate yet the majority of their peer group are able to remain in school; remote education will likely differ from the approach adopted for that of whole groups. This is attributed to the challenges of teaching pupils simultaneously at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ?

If a child is self –isolating, while their peer group remains in school, they will be provided with a work pack that reflects the work being undertaken within school. This will be clearly sequenced so that the child is building up on their knowledge and skills day to day. Where appropriate, lessons maybe streamed live from the classroom for children that are isolating at home.

Telephone contact will be attempted by your child’s class teacher during their period of isolation to provide support and ensure that learning is able to be accessed. Any completed and returned learning packs will be marked and feedback supplied by the class teacher on the child’s return to school.

Parents and carers are encouraged to contact the school via telephone **01977 704138** or the school admin email address (cherrytreeoffice@watertonacademytrust.org) during school hours should they have query or require support. Staff will call or email back as required. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be attempted via telephone on a weekly basis to monitor learning and provide further support as needed.

For those pupils identified as vulnerable contact will be attempted via telephone on a weekly basis to offer further support as necessary.