



Remote Education Policy

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 if pupils are required to isolate due to Covid or if local restrictions require entire cohorts to remain at home. Please be aware that if pupils are unwell with Covid we would not expect them to complete school work until they are fit to do so.

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?

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

- All classes should operate the school's remote learning policy using Seesaw within one day of individual isolation or the bubble being closed. Every child has had a Seesaw account set up for them.
- On the first day of isolation or bubble closure, pupils will be able to access work on Seesaw. This could include recorded lessons from White Rose Maths, BBC Bitesize, Oak Academy and from our own providers such as Edsential, hi-impact and Passport Language Solutions.

Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Where possible, appropriate and practical, we will teach the same curriculum remotely as we do in school. This will not always be possible for all subjects. Certain subjects such as PE, Art, DT and Computing need specific equipment and space that may not be available at home. In situations such as these the curriculum and lessons will be adapted.
- All other subjects will aim to cover the same objectives – although the activities to deliver these will be adapted from ones suitable to face to face teaching in a classroom to ones more suited to home learning.

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 most pupils broadly the following number of hours each day:

Primary school-aged pupils	EYFS – less than 3 hours as appropriate for age and stage KS1 – 3 hours KS2 – 4 hours
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Accessing remote education

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

At St Werburgh's we use the Seesaw app as a platform for online learning. We use this app to provide homework and home learning therefore, parents and pupils are familiar with the app and confident in its use.

Seesaw can be completed on any mobile phone, tablet or laptop.

We have combined this with the use of exercise books and writing equipment to ensure work is of a high standard and pupils are clear about what is expected of them. This also helps families to overcome any issues around the shared use of technology.

The work can be accessed directly online or pupils can upload photographs of the work completed in their exercise books.

School aims to provide those pupils who do not have access to a device, the loan of a laptop provided through the DfE. Parents can contact the school office to notify us that they need a laptop. It must be noted however, that this is a finite supply and priority will be given to pupils in receipt of free school meals or those considered vulnerable who do not have access to any suitable devices at home.

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:

- The DfE has allocated school laptops which we will lend to pupils who haven't got a suitable device. We will continue to communicate with families regarding their IT needs.
- Several mobile companies offer free increased mobile data access for disadvantaged children. If children are working remotely, school will be able to request this increased data for parents.
- If a child is unable to access work online, parents will be asked to contact the school office immediately. Teachers will monitor children's access to Seesaw and will contact parents within 48 hours of any closure to find out whether they have any concerns about accessing remote learning. Every attempt will be made to help the child access the online learning in the same way as their peers. If this is not possible, alternative arrangements will be made.
- All children have also been provided with writing equipment and exercise books are expected to complete their work on paper before uploading to the Seesaw app

How will my child be taught remotely?

We use a combination of resources to teach pupils remotely.

In order to support families, a regular timetable of learning has been outlined, to maintain an age appropriate level of consistency and clarity across the school.

Early Years	
(2s & F1)	Two activities/games a day linked to the EYFS profile including: Phonics, speaking and listening, fine motor, writing and maths activities. These are suggestions of practical, play based, learning activities that parents can complete with their children.
F2	Three activities a day including: Daily maths, phonics and English. An additional activity is provided each day focusing on a particular key skill eg gross and fine motor activities

We DO NOT expect or recommend that EYFS children spend 3 hours a day online.

Year 1 - 6	Mon	Tues	Wed	Thurs	Fri
	English	English	English	English	Writing challenge
	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)	Phonics (KS1)
	Maths	Maths	Maths	Maths	Maths
	PSHE	Topic*	Topic*	Science	RE
				Spanish**	Music**

*Either History, Geography, Art or DT class dependent

**Recorded teaching/activities provided by specialist outside providers

Ongoing work is set for Key Stage 2, covering a range of basic skills. This includes, reading, handwriting, spelling and phonics and times tables.

A wealth of quality resources enhance teaching and learning across the school. These include: BBC Bitesize, Oak Academy, White Rose Maths and Testbase. A number of these resources include elements of live/recorded teaching.

All key stages are providing remote learning in line with the school curriculum. As such, staff continue to use their usual resources to support teaching and learning eg White Rose Maths and Power of Reading.

Each week, a member of staff will share a recorded story via the Seesaw app.

Weekly, class 'Star of the Week' awards are used to motivate and reward pupils.

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?

- The school expects all children to access remote learning each day during isolation, if they are well enough. Seesaw enables children to upload work and receive teacher feedback. We do understand that many parents will possibly be juggling the remote learning of several children while simultaneously working from home themselves. We hope that the use of exercise books, recorded lessons and set tasks that can be accessed at any time of the day, will go some way to alleviate any issues of siblings sharing technology.
- All parents and pupils are able to communicate with class teachers either via the Seesaw app or email. Teachers will also offer phone calls to parents who have any specific difficulties. We hope that good communication between home and school will allow us to work together to overcome any difficulties that the children are facing.
- Staff contact all parents regularly by telephone to support them. Where engagement is difficult the leadership team and the home/school link worker will carry out a home visit.

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

- Seesaw enables us to closely monitor who is looking at and engaging with the work set. Children can ask questions if they have any issues or concerns and teachers can provide feedback. If a child is not engaging with the work, then school will contact parents/guardians to offer support and outline expectations.
- Teachers expect the work to be of a similar quality as it would be in the classroom. Where teachers are concerned, they will address this with the class or individuals.

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

- Children upload their work on Seesaw when a task has been completed which allows staff to review, assess and give feedback about the work. Children can also ask their teacher questions if they are having any difficulties.
- Teachers expect the same quality of work as pupils would produce in the classroom. If this is not the case, teachers will contact the class or individual parents.
- Work on Seesaw is assessed by teachers against age appropriate curriculum expectations.
- Staff review and assess pupils' work daily and then use ongoing assessment to plan and differentiate further teaching or provide opportunities to consolidate learning.

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:

- For the majority of children with SEND, school will initially aim to meet the educational needs of the children through differentiated work via Seesaw. There may also be differentiated paper packs supplied depending on need.

- Class teachers and SENCOs are available to support parents throughout the school day either by telephone, email or Seesaw.
- Where it is deemed appropriate, and where pupils meet the criteria, the school Learning Hub will remain open throughout lockdown.
- Children with an EHCP will have access to a place in school if Public Health England close school or a bubble to contain infection.
- The home/school link worker will telephone parents on a more frequent basis and bridge the gap between home, school and outside agencies.
- Whenever possible, supportive meetings (Mental Health Support Team, ADHD Foundation. Educational Psychologist etc) will continue to support pupils virtually.
- Throughout isolation or bubble closure, SENCOs continue to make referrals and apply for EHCP and pupil funding awards where appropriate.
- SENCOs continue to process SEND paperwork (eg completing rating scales and Conners forms) for individual pupils to ensure there are no delays in pupils receiving support.

Appendix A – List of Possible Resources:

Maths:

- White Rose Maths
- Testbase
- Tara Loughran
- I See Reasoning
- Specific videos and lessons from [Oak Academy](#)
- Specific lessons from BBC [Bitesize](#)

English:

- CLPE Power of Reading lessons and resources
- Specific videos and lessons from [Oak Academy](#)
- Specific lesson from BBC [Bitesize](#)

Reading:

- Oxford Owl

Phonics:

- Activities following school scheme, Little Wandle 'Revised Letters and Sounds'.

Science, History, Geography, Art & DT

- School planned lessons by subject leaders
- Specific lessons from [Oak Academy](#)
- Specific lesson from BBC [Bitesize](#)

RE

- The Way, The Truth, The Life

Spanish

Weekly video lessons by Passport Language Solutions specialist teacher

PE:

- Specific lessons from [Oak Academy](#)
- BBC Bitesize
- Weekly video lesson by Edsential specialist PE teacher (Early Years)

Appendix B - Online safety for Live Sessions

If circumstances arise for staff and pupils to use video communication, they must:

- Communicate in groups – one-to-one sessions are not permitted except in exceptional circumstance where an additional adult must be present (see below).
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Try to ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the **behavioural policy**.

The school will risk-assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.