



**Coldfall Primary School**

Remote Learning Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 01/09/2024
<b>Last reviewed on:</b>	01/09/2024	
<b>Next review due by:</b>	01/09/2025	

## 1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who aren't in school, including those with SEND, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home, or if school closure

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?**

- Contact made by the class teacher/ teaching assistant to discuss format for Remote teaching, to run through any misconceptions and to go through how to access the work and the expectations re uploading the work and contact with the class teacher/teaching assistant.
- Work uploaded daily to Google Classrooms for Years 1 -6 and Tapestry for Reception
- Work packs collected/ emailed if required
- Laptops collected from school (one per child)
- Internet access audited and provision requested

**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, we may need to make some adaptations in some subjects. For example, Collective Worship will be in a different format, some Maths teaching may be pre-recorded from White Rose, lessons may be linked to the Oak Academy Trust, and Timetable Rockstar Maths is completely online.

**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:

Primary school-aged pupils	Reception & KS1- 3 hours  KS2- 4 hours
Secondary school-aged pupils not working towards formal qualifications this year	/
Secondary school-aged pupils working towards formal qualifications this year	/

**Accessing remote education**

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

- Pupils access all learning on Google Classrooms Years 1 -6 and Tapestry (Reception) using their own individual log on.
- Google classrooms has been chosen due to linking to the school email and the school google drive. Helpful guides for both platforms are on our school website.

## **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:

- Being contacted by class teachers/ teaching assistants, laptops/iPad maybe issued to any pupil who do not have their own device at home. Support for this can be discussed with the class teacher via emailing the school office at [office@coldfall.haringey.sch.uk](mailto:office@coldfall.haringey.sch.uk)
- Being contacted by class teachers/ teaching assistants, internet dongles maybe issued to qualifying pupils who do not have internet access at home. Support for this can be discussed with the class teacher via emailing the school.
- Printed materials are requested by families (weekly) if they do not have online access and are posted or collected from the school office.
- Printed work to be submitted to teachers can be bought back to school/ posted to school weekly.
- In the event of a pupil not attending school due to the result of government guidance, you may qualify for a place in our Critical Worker/Vulnerable hub. Should this be the case, please phone or email the school office where it will be arranged for a member of staff to discuss this further with you.

## **How will my child be taught remotely?**

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

- Class teachers will pre-record lessons and put these on Google classrooms ready for pupils to access the next day.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home (collected from school) as well as online on Book Bag Reading Books
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC Bitesize, White Rose, Charanga, Timestable Rockstar Maths, Teach Active)
- Differentiation will be included in all lessons where there may be different levels of challenge within the task set or the teaching video uploaded

## **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?**

- Pupils to log in daily (Google Classrooms or Tapestry)
- Pupils to submit work/ photographs of their work daily or as requested by the class teacher onto the online platform
- Daily timetable/ expectations of parental support uploaded onto online platforms weekly

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

- Teachers to check pupils' engagement with remote education daily
- Teachers/ teaching assistants to follow up engagement concerns with a phone call (at least weekly) when support is needed. Classroom staff will also text and email families from school.

### **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:

- To assess and feedback on pupils' work, Google quiz's will be set weekly (multiple choice, full sentence answers, etc.)
- All work submitted back to the teacher will be viewed and marked. Feedback will be given to move the learning on
- Weekly, a next step will be given to pupils in English and Maths to challenge their understanding

### **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:

- Schools' expectation is that SEND pupils (with an EHCP) are accessing provision in the school hub. The work completed in here is tracked by class teachers daily. (Shared with SLT)
- Pupils with SEND are contacted at least twice weekly by class teachers/ teaching assistants, giving support when needed
- KS1 pupils with SEND have work set that is practical and multi-sensory. They have access to play packs and visuals (timetables) set by class teachers
- Pupils who are EAL learners or New to English have the option of translated consultations and translated work alongside their class teacher and are supported when needed (at least weekly)

### **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?**

- There are no main differences between the approaches we have described in the rest of this document and those we will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- If there are live lessons in school, these will be recorded for the isolating pupil to watch the following day, with all other work uploaded in the same way.