

Carr Mill Primary School



Policy

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Policy Overview

Aims

- This remote learning policy for Carr Mill Primary aims to provide the following:
- Ensure consistency in the approach to remote learning for pupils who aren't in school
 - Minimise the disruption to pupils' education and the delivery of the curriculum
 - Highlight the situations in which home learning will be set and when it will not be set
 - Set out expectations for all members of the school community with regards to remote learning.
 - Provide appropriate guidelines for data protection
 - Ensure pupils unable to attend school remain fully included within the school community.
 - Continue to ensure that every child receives the best education the school can provide them
 - Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

Main contacts

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work	Quality of education lead: Ms V Harris
Issues with IT	St Helens council ICT Helpdesk https://sthelensschools.alembacloud.com/production/core.aspx?lite&database=production&portal=schools
Issues with their own workload or wellbeing	Headteacher Mr A Maley
Concerns about data protection	
Concerns about safeguarding	DSL: Mr Paul Livesley

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Staff Code of Conduct



Part 1:

Remote learning overview

Part 1: Remote learning overview

1.1 Remote learning procedures

See Annex 1: Remote learning chart. This sets out all the instances in which school will provide remote learning and the procedures for how this will be disseminated to the person responsible for remote learning. The office will contact the teacher through CPOMS in the first instance of individual cases in order to manage the reasons and need for remote learning; the period of time it is required and when the child will be returning to school. In the instance of a bubble closure the whole bubble will be deemed requiring remote learning.

1.2 Remote learning triggers

As a general overview, the table below shows the main instances in which, as a school, we will deem it necessary to set remote learning in order to meet the aims as set out in the policy overview.

Remote learning will be triggered in the following instances:

A child has to self-isolate because someone in the household has tested positive.

The child is self-isolating because they have tested positive.

A child is self-isolating due to a class/bubble closure.

Whole school closure.

National lockdown in which schools are closed.

Other- there may be other instances that home learning is provided such as pastoral/ medical concerns due to Covid-19. These will be assessed and judged on their own merit.

1.3 Roles and responsibilities

The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

The senior leadership team is responsible for:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
 - Monitoring the effectiveness of remote learning.
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
 - If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.
 - Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
 - Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
 - Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
 - Overseeing that the school has the resources necessary to action the procedures in this policy.
 - Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
 - Arranging any additional training staff may require to support pupils during the period of remote learning.
 - Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.

The Designated Safeguarding Lead and pastoral team are responsible for:

- The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

The SEN team is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Teachers and support staff are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.

- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the Staff Code of Conduct at all times.

Health and Safety Considerations

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.



Part 2: Remote learning expectations

Part 2: Remote learning expectations

2.1 Setting work

Whole bubble closure

Teachers will provide remote learning during their normal direct contact hours with their class: 8.50-3/8.45-2.45. They will also be available for directed time as they would be if they were in the school building.

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.

If required they may need to set work for a partner class: this will always be work that is the same as their own class and will therefore not require any further planning.

When providing remote learning, teachers will ensure the following expectations are met: *(Expectations of remote learning set in all situations is detailed below in section 2.2: Remote learning provision and an overview for teachers for the main expectations on them from this policy in Annex 3: overview expectations sheet)*

Ensuring work is uploaded onto See saw by the start of the class school day (8.35 LKS2 and 8.50 the rest of the school).

Providing feedback on work will be on an individual basis for maths. Reading, writing, GPS lessons and general comments for other lessons.

Keeping in touch with pupils who are struggling and those not engaging in remote learning. Children who are identified as not having access to technology as per the audit need to be contacted every 2 days to be supported. This support and keeping in touch should only be done during the teachers directed time- not outside working hours.

If during this time any complaints or concerns shared by parents and pupils eg. safeguarding concerns, should be dealt with as set out in the safeguarding section in part 3.

Monitor children who are failing to complete work- this should be followed up by the teacher and where possible a supportive process put into place. If after several attempts the pastoral team should be informed to support.

Attend virtual meetings with staff, outside agencies, CPD when required ensuring that you adhere to the appropriate dress code and avoid areas with background noise, nothing inappropriate in the background.

If a bubble is closed and the teachers within that bubble are not having to isolate and are in school, they will be required to meet the needs of the school on those days and may be deployed in other areas of the school.

Pastoral team will call vulnerable children weekly as identified on their timetable.

Individual isolation cases

If one child or a small group of children within a class are isolating, due to the reasons as set out in section 1.2 remote learning triggers. The class teacher will be notified by the office on CPOMS.

The class teacher, also working in school, will need to provide remote learning as set out in section 2.2.

As the class teacher is also teaching, feedback and keeping in touch will still be done but at the end of the school day.

Learning support assistants

When assisting with remote learning, teaching assistants must be available between 8.35 and 3

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.

When assisting with remote learning, teaching assistants are responsible for supporting their 1 to 1 child with learning online or through phone calls.

Attend virtual meetings with staff, outside agencies, CPD when required ensuring that you adhere to the appropriate dress code and avoid areas with background noise, nothing inappropriate in the background.

If a bubble is closed and the teachers within that bubble are not having to isolate and are in school, they will be required to meet the needs of the school on those days and may be deployed in other areas of the school.

2.2 Remote learning provision

At Carr Mill Primary we are committed to ensuring all children can access remote at home and maintain their learning during any period of isolation.

Each child has been sent home a paper remote learning pack. The content of the pack varies with age group, due to their differing needs (this is identified in the table below) but all packs contain a writing book, workbooks for maths, reading and GPS/phonics, a pen, a pencil and a ruler. These packs will be used in conjunction with the online learning set on see saw and support those who do not have access to technology at home.

The online learning will provide a daily recorded message from the teacher saying hello and setting out the day along with a modelled teaching element for phonics/GPS/ maths/ reading /writing. The modelled element will take the form of either a video of the teacher modelling a lesson (this can be there hand writing/modelling); resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize. Work will be set using the workbooks the children have at home or a practical activity they can record. Work can then be uploaded, unless the child has been identified on the audit as not having technology- in which case work will be discussed during the phone calls made.

Annex 3: Teacher and LSA overview sheet of expectations outlines all the requirements of this policy so that teachers can have easy access to the elements of this policy that apply to them should remote learning be required.

Phase	Online learning	Workbooks
EYFS	<p>Modelled inputs per day: 1 phonics activity; 1 writing, 1 reading and 1 maths.</p> <p>2 activities for the afternoon in line with the timetable/provision set for that week. (Children who do not have access to remote learning will need to be told this over the phone).</p>	<p>1 phonics book</p> <p>1 maths book</p> <p>1 handwriting book</p>
KSI	<p>Modelled inputs per day: 1 phonics/GPS activity; 1 writing, 1 reading and 1 maths.</p> <p>2 activities for the afternoon in line with the timetable set for that week.: This includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).</p>	<p>Y1/2 Maths Question book/ mental maths weekly workouts/10 min workout</p> <p>Y1/2 Handwriting/ GPS question book.</p> <p>Y1/2 Comprehension question book</p> <p>Y1/2 children will also receive a phonics books if required.</p>
LKS2	<p>Modelled inputs per day: 1 GPS activity; 1 writing, 1 reading and 1 maths.</p> <p>2 activities for the afternoon in line with the timetable set for that week.: This includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).</p>	<p>Y3/4 Maths Question book/ mental maths weekly workouts/10 min workout</p> <p>Y3/4 Handwriting/ GPS question book.</p> <p>Y3/4 Comprehension question book</p>
UKS2	<p>Modelled inputs per day: 1 GPS activity; 1 writing, 1 reading and 1 maths.</p> <p>2 activities for the afternoon in line with the timetable set for that week.: This includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).</p>	<p>Y5/6 Maths Question book/ maths weekly workouts/ essential workout.</p> <p>Y5/6 Handwriting/ GPS question book.</p> <p>Y5/6 Comprehension question book</p>

2.3 Support

Support to teachers during a period of remote learning will be provided in the following ways.

Pastoral Team

The pastoral team will liaise with vulnerable children in addition to the teacher setting work each week as part of their timetable if the child/ bubble is isolating. If a teacher has exhausted all possibilities and is struggling to contact a child/ get them to engage in home learning, the pastoral team will be asked to support through making contact with the parent and liaising with them. This support should be asked for through CPOMS by the teacher in the first instance and should list all the ways/ strategies the teacher has employed before asking for this support. Any concerns/ safeguarding issues that a teacher may have also need to be passed on as a matter of urgency as set out in part 3.

SLaMT

If a teacher has any problems or needs support the SLaMT will be there to support home learning. This should be directed to the phase leader in the first instance and then to V Harris for remote learning concerns or K Alexander should there be any pastoral issues (not already addressed as above) or SEN concerns.

Subject Leaders

If a certain subject is being taught that week and teachers require support with setting this online or with resources, they can ask the subject lead for support with this.



Part 3: Protocols

Part 3: Protocols

3.1 Safeguarding

This section of the policy refers to the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#) (2019), along with Carr Mill Primary school Child protection and safeguarding policy. *The safeguarding procedure is outlined in Annex 2: Carr Mill safeguarding flowchart.*

All safeguarding procedures should be adhered to as set out in the above documents, even when the children are isolating.

The following addendum applies from the start of the autumn term 2020. It reflects updated advice from our 3 local safeguarding partners and St Helens LA.

It sets out changes to our normal child protection policy in light of coronavirus in relation to remote learning, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
- On the edge of receiving support from children's social care services

- Adopted
- At risk of becoming NEET ('not in employment, education or training')
- Living in temporary accommodation
- Young carers
- Considered vulnerable by the school and/or LA

3.3 GDPR

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access see saw on a device at home; school email. If not already signed up to Forti Client teachers must do so as a matter of urgency so they can access data, such as on a secure cloud service or a server in the IT network.

All staff have been provided with a school I pad and where possible use this to access remote learning.

Processing personal data

Staff members may need to collect and/or share personal data such as logging on or registering for resources 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. 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)
- Ensuring the hard drive is encrypted - this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

- 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



Part 4: Accompanying documents

Annex 1: Remote learning procedures

Annex 2: Safeguarding flowchart

Annex 3: Teacher remote learning overview

Annex 1: Remote learning procedures

In all instances work set will be decided by the office for the following reasons: 1) they are getting all the absence information from parents when they ring in 2) they can respond to parents and discuss which situation below they fall into 3) They are able to work out the dates that remote learning is needed.

<p>Child or parent has Covid Symptoms and are waiting for test results</p>	<p>NO HOME Learning set. If positive test results comes back see section</p>
<p>Parent/Child has Covid symptoms and is NOT being tested (isolating for 14 days)</p>	<p>Home learning set Office to contact parent and discuss remote learning (in case of illness). Record on CPOMS and tag the teacher including the dates for isolation. Home learning to be set from the following day.</p>
<p>Parent or child isolating due to contact with a positive case.</p>	<p>Home learning set Office to contact parent and discuss remote learning (in case of illness). Record on CPOMS and tag the teacher including the dates for isolation. Home learning to be set from the following day.</p>
<p>Child has a positive test and the whole bubble is closed.</p>	<p>Parents notified of bubble closure and period of isolation. Remote learning set for whole bubble from the 1st day of isolation following the confirmed case. If any other children are isolating from other bubbles due to contact with the positive case this must go onto CPOMS and teacher to set home learning for these children.</p>
<p>Child has a positive test but the bubble has not closed due to</p>	<p>Home learning set Office to contact parent and discuss remote learning (in case of illness).</p>

not having been in school for 48 hours.	Record on CPOMS and tag the teacher including the dates for isolation. Home learning to be set from the following day.
Other	Any other cases with regards to absence due to Covid-19 that do not match the above should be discussed with SLaMT and a decision on remote learning set will be done on each basis.

Annex 2: Carr Mill Safeguarding response flowchart

If anyone has a concern or suspicion about a child's welfare

If an allegation is made by a child of a known or unknown adult, or another child

Listen, accept and reassure the child

You must inform the appropriate member of staff immediately. Strictest confidentiality must be adhered to and the concern must not be spoken about in general

Our DSL is Mr Maley, Headteacher and Deputy DSL is Miss J Jones, Pastoral manager.

If the DSL/Deputy DSL are not available, then contact Mrs Powell Pastoral Team or a member of SLaMT who will seek advice

The Safeguarding Governors are Rev. S. Davies and Mrs V Critchley

A decision will be made on any action to be taken

Record suspicion/concern On CPOMS

Inform staff who are directly involved with the child – only information they need to know to ensure the child's safety.

IF THERE IS A SAFEGUARDING ALLEGATION ABOUT A MEMBER OF STAFF OR A VOLUNTEER CONTACT
Mr A Maley
Or
Mr D Rimmer

Monitor

Make a referral to Social Care - CONTACT

Inform Mr A Maley, headteacher- if not already done so at previous stage.

Advice from CONTACT
01744 456600
(9) 6600

Early help

Contact parents if agreed

Inform Safeguarding
01744 674424

Follow up in writing to social care as soon as possible. All confidential notes and forms to be kept securely in pastoral room.
Advice from CONTACT
01744 456600

Follow St Helens Safeguarding flow chart

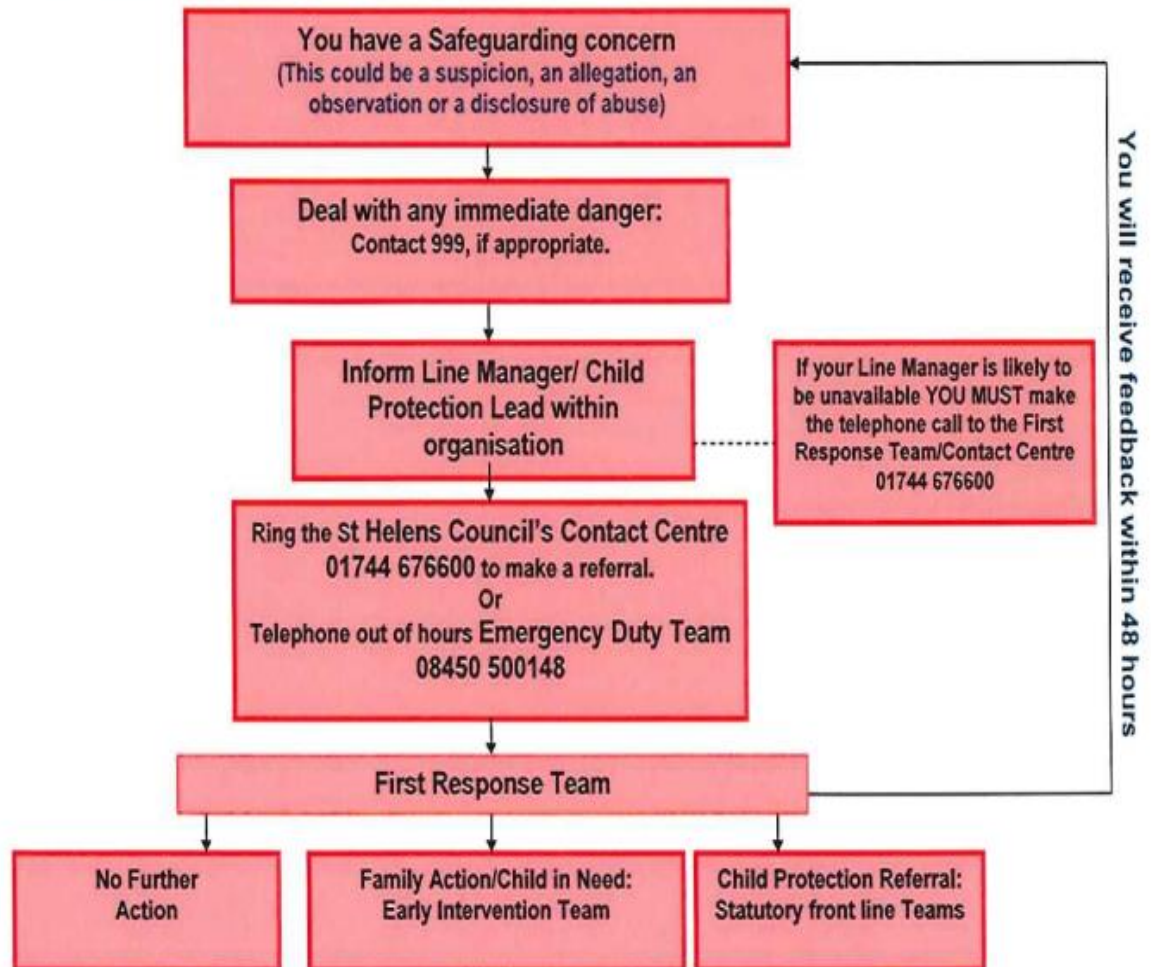
This flow chart is designed to guide you through what to do if you have child protection concerns. It cannot legislate for every eventuality. However, there are some key principals:

- To seek advice from CP officers in school if you have child protection concerns. They will seek advice from social care.
- Always record incidents in the class pastoral file. Serious concerns in the safeguarding file.
- Treat Child Protection concerns strictly confidential and as a priority.

All current cases are regularly monitored by DSL/Deputy DSL/ pastoral Team and SLT

Annex 3: St Helens safeguarding procedures

St Helens Multi-Agency LSCB:
Process for reporting concerns about Children (Under 18)



Annex 4: Remote education provision: Information for parents

The following document has gone out to parents and has been placed on the school website.



Carr Mill Primary School



Remote education provision: Information for parents

This information is intended to provide clarity and transparency to pupils and parents/ carers about what to expect from remote education during this period of national lockdown/ bubble closures. Please see the remote learning policy to find out what to expect if an individual is self-isolating.

The remote curriculum: will my child be taught the same curriculum as they would if they were in school?

As a school we are now providing the same curriculum online as the children would have received had they been in school where appropriate and possible. However, there may be adaptations that are needed to be made for example in PE/ art/ music lessons where children may not have equipment at home to access the learning.

Each phase (EYFS/KS1/LKS2/UKS) are following their usual timetables and are setting the work that matches their usual directed timetable.

Remote teaching timings

How long can I expect work set by the school to take each day and when will it be set?

Teachers will provide remote learning (which includes remote teaching and independent activity work) during their normal direct contact hours and from their timetable as if they were in school. This will be as follows:

EYFS	4 hours of learning. Work will be set
KS1	5 hours of learning will be set: 3 hours of morning sessions will be one of the following (reading or phonics/ maths/ writing) Please note the work set will depend on the child's class timetable. And will be set at the following times: 9am /10am and 11am.

2 hours of afternoon sessions set at 12pm. This will be a combination of learning challenge lessons (Whatever the LC is for that week)/ PE or Paths

KS2

5 hours of learning will be set:

4 hours of morning sessions will be one of the following (reading or GPS/ maths/ writing) Please note the work set will depend on the child's class timetable.

And will be set at the following times: 9am /10am and 11am.

2 hours of afternoon sessions set at 12pm. This will be a combination of learning challenge lessons (Whatever the LC is for that week)/ PE or Paths

Accessing Remote education

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

As a school we use the Seesaw online learning platform to deliver and assess work. We have also sent out CGP workbook packs that will support the work set on here.

If my child does not have digital or online access at home, how will you support them in accessing remote education?

All children have been sent home a remote learning pack containing the following: phonics or reading books/ maths books/ GPS books/ handwriting books/ a spelling book/ a pen/ pencil/ ruler and a lined writing exercise book. This pack is to support remote learning in 2 ways: supplement the online learning- along with allowing the children somewhere to do their writing and to allow parents without technology to access work.

The ultimate aim is to get all pupils accessing the online learning either through providing them with a laptop or supporting them with their use of the online learning platform.

As a school we have done an online technology audit to all parents. Those who have completed this to say that they are struggling with technology. We have contacted all these parents and have begun issuing laptops loans to these families. In addition to this as a school we also have a number of data packs that we have sent out to support any family as identified with no internet access.

Now remote learning has begun we have begun to contact the children who have not been accessing remote education to support in the following ways:

- 1) To support with using the online learning if required.
- 2) To assess any further technology needs and provide laptops to these families in addition to those identified by the parent/ career audit.
- 3) Whilst families await the laptop (them to have an appointment to come and collect) teachers are contacting parents daily with the required workbook pages to complete in the CGP- parents are then being asked to upload these and send to the school e mail address.

How will my child be taught remotely?

As a school we are using a combination of remote learning approaches to keep the children interested and ensure learning is as effective as it would be in the classroom.

Every morning the teacher on remote learning for that phase will upload a morning message to the children. This is our way of keeping in touch with them and letting them know what to expect from the day.

In the morning the sessions will be as follows: Maths/ writing/ reading or phonics and in KS2 GPS. Each of these sessions will contain a modelled teaching video and online learning activities for independent work the children will then complete:

Phase	Modelled learning	Activities/ workbooks
EYFS	Modelled inputs per day: 1 phonics activity; 1 writing, 1 reading and 1 maths. 2 activities for the afternoon in line with the timetable/provision set for that week. (Children who do not have access to remote learning will need to be told this over the phone).	1 phonics book 1 maths book 1 handwriting book
KS1	Modelled inputs per day: 1 phonics/GPS activity; 1 writing, 1 reading and 1 maths. 2 activities for the afternoon in line with the timetable set for that week: This	Y1/2 Maths Question book/ mental maths weekly workouts/10 min workout.

	includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).	Y1/2 Handwriting/ GPS question book. Y1/2 Comprehension question book Y1/2 children will also receive a phonics books if required. Writing exercise books
LKS2	Modelled inputs per day: 1 GPS activity; 1 writing, 1 reading and 1 maths. 2 activities for the afternoon in line with the timetable set for that week: This includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).	Y3/4 Maths Question book/ mental maths weekly workouts/10 min workout. Y3/4 Handwriting/ GPS question book. Y3/4 Comprehension question book
UKS2	Modelled inputs per day: 1 GPS activity; 1 writing, 1 reading and 1 maths. 2 activities for the afternoon in line with the timetable set for that week: This includes PE/ Learning challenge/ paths. (Children who do not have access to remote learning will need to be told this over the phone).	Y5/6 Maths Question book/ maths weekly workouts/ essential workout. Y5/6 Handwriting/ GPS question book. Y5/6 Comprehension question book

For afternoon sessions there will be some teaching elements again taken from the selection above but on some days, this may not be required. This will be dependent on the lesson that afternoon. For example, in a history lesson the children may need to research and upload their ideas.

Teachers will provide online activities (along with workbook activities) after each morning lesson and online activities for the afternoon sessions.

These will need to be done and uploaded online/ in the workbook or in the child's writing exercise book. This will be clearly explained in the activity.

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?

As a school we expect all children to engage with all the remote learning set.

The work we set online is at the required level for each child and we expect that parents will support their children in completing this. This will be ensuring they are following routines and are able to use the technology.

We know that the younger the child and the more children you have that this can cause issues.

We are extremely understanding and want to support any parents who are not able to do the work at set times. Teachers are regularly in contact with parents and children on See saw so if you have any issues, rather than not do the learning please contact us and we will support you.

How will you check either my child is engaging with remote learning/work and how will I be informed if there are concerns?

Teachers monitor work uploaded on a daily basis. Children are monitored daily and given a RAG rating: red no work/ Amber some and green all. They also monitor the standard of the work produced.

They complete an overall rating for each child each week.

If a child has not completed remote learning or seems to be struggling the teacher will contact home and speak to the parents.

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

Feedback both in school and remotely can take many forms and does not always require extensive written comments by the teacher.

For example, whole class feedback/ self-assessment are also valid methods amongst many others. Our approach is as follows:

Work is scheduled at 9am 10am and 11 am for morning sessions of reading or phonics/ maths/ writing or GPS. This is to enable the teacher to manage the work that is coming through and mark each subject together.

The feedback for these subjects will be as follows:

A short comment from the teacher regarding improvement/ a success criteria that the teacher refers to, too get the children to self-assess/ answers may be sent out for the children to mark or in some cases the teacher may send a further modelled video to explain further/ extend learning or support.

In afternoon sessions teachers will send more generally whole class comments or again answers/ specific criteria to self-assess.

If children upload work between the hours of 9 and 3 they will expect to get feedback for all morning sessions and some of their afternoon sessions.

Any work uploaded after 3 may not be marked until the following day.

