



Remote Learning Policy and Guidance

This policy provides a general guide to our approach to remote learning provision. Various scenarios for potential remote learning are outlined below, including a child being unwell, self-isolation while awaiting a test result and a bubble or whole school closure. Please note that:

- Learning activities will only be provided if children are well and healthy enough to learn effectively.
- Remote learning will not be available until your child's second day of absence.
- On the first day of absence, your child will be invited to a video call at 2:30pm where a staff member will check the welfare of the child and family and explain the home learning process.
- If the whole class is learning remotely, your child will receive two daily video lessons. These will take place following the timetable in Annex A.
- If your child is isolating but the school is still open, he/she will receive timetable of work to complete that day. There will also be a daily video feedback session, reviewing the work the children completed which will take place at 2:30pm.
- Children with SEND will receive additional video calls whilst isolating.

| Circumstance | Remote Learning Provision |
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| Your child is absent because they are ill, either with COVID-19 symptoms or general cold or sickness symptoms. | No home learning will be provided as the child is unwell, in the same way that work would not be provided if a child was off school unwell usually. |
| Your child is absent because they are in quarantine following a visit to a destination abroad. | No home learning will be provided as absences for holidays are unauthorised. Children will be encouraged to regularly read, possibly keep a diary and access some of our online platforms – Mathematics for instance. Exceptions may be considered if the holiday was during school holidays and booked prior to quarantine restrictions being imposed for that destination. |
| Your child is absent because they have received a positive test for COVID-19 and they are required to self-isolate for 10 days. | A timetable with the lessons for each day will be added to Microsoft Teams along with any relevant additional resources, such as PowerPoints, worksheets and video links, to allow the child to access the materials used by their class while completing their lessons at home. In this way the child will be able to complete the same activities that their class are completing each day. Children will be expected to complete tasks daily, attend the feedback session at 2:30pm and then upload this to Microsoft Teams. The teacher will then check the work and feedback accordingly. |
| Your child's whole bubble is not permitted to attend school because a number of children in the class have tested positive for COVID-19. | Children will meet with their teacher twice each day for a Teams Video Call following the timetable in Annex A. The teacher will also upload English, Maths and other subject learning tasks to Teams for completion that day, following the sequence of learning that would have been happening in the classroom. The expectation is that the tasks will be completed during the day. The teacher will give feedback, encouragement and guidance during video calls before the child turns the work in virtually. There may also be some small group video learning sessions during the day such as guided reading, maths, writing or circle time delivered by the class teacher. These sessions would run throughout the hours of the usual school day in various groups. All video sessions will be set up through Microsoft Teams. |

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| We enter another 'lockdown' with total school closure. | Provision will be as above, but with Key worker/vulnerable children who are unable to work at home being supervised to access the online learning in school. Weekly online assemblies will also take place on twice per week. |
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All children are expected to fully engage in the remote learning provided. This includes joining all video calls and completing all the work set. Children are also expected to submit their work via Microsoft Teams at the earliest opportunity so it can be marked by a member of staff and feedback provided as soon as possible.

Parents are expected to support their children with the above, both in helping them access the work and motivating them to complete the work that is set.

Parents with further questions or requiring extra support should contact staff through the school office.

Annex A

| | Owls | Buzzards | Kestrels | | Kites | | Eagles |
|-------|---|---|---|---|---|------------------------------------|------------------------------------|
| 8:45 | Registration and introduction of day | | | | | | |
| 8:55 | Phonics lesson | Registration and introduction of day | | | | | |
| 9:05 | | Online Maths lesson White Rose Maths | Registration and introduction of day | | Daily practice of spellings and times tables; reading | | |
| 9:15 | | | English/Maths tasks inc White Rose Maths | | Registration and introduction of day | | |
| 9:25 | | | | | English/Maths tasks inc White Rose Maths | | |
| 9:35 | Handwriting | | | Live Maths input | | | |
| 9:45 | Break | Break/snack | | | | | |
| 10:00 | Online English lesson | Phonics | Break | | Break | | Maths lesson |
| 10:15 | Follow-up English task | Online English Lesson | Year 2 morning task | Year 3 online English/Maths lesson | Year 4 morning task | Year 5 online English/Maths lesson | |
| 10:30 | | | | | | | |
| 10:45 | | | | | | | |
| 11:00 | Snack time | Follow-up English task | Year 2 online English/Maths lesson | Year 3 morning task | Year 4 online English/Maths lesson | Year 5 morning task | Break |
| 11:15 | White Rose Maths Input | | Daily Practice: • Spellings • Handwriting | Complete morning tasks Physical Exercise | Complete morning tasks | | English lesson |
| 11:30 | Follow-Up Maths task | | | | | | |
| 11:45 | | | | | | | |
| 12:00 | | | | | | | |
| 12:15 | | | | | | | |
| 12:30 | Lunch | Lunch | Lunch | | Lunch | | Lunch |
| 1:30 | Sharing; feedback; story time | Topic Lesson | Topic Lesson | | Topic Lesson | | Guided Reading and afternoon input |
| 1:45 | Child-led learning | | Online meet to discuss afternoon work | | | | Topic Lesson |
| 2:00 | | | | | | | |
| 2:15 | | | | | | | |
| 2:30 | | | | | | | |
| 2:45 | Online meet to share and discuss topic learning; story time | Topic Lesson | | | | | |
| 3:00 | End of Day | End of Day | Daily practice of spellings and times tables; reading | | Online meet to discuss afternoon work | | Physical Exercise |
| 3:15 | | | End of Day | | | | Online meet to discuss day's work |
| 3:30 | | | | | | | End of Day |
| 4:00 | | | | | | | |