Carlisle & Hampton Hill Federation

Carlisle Infant School

REMOTE LEARNING POLICY

This policy was reviewed:	Autumn 2020
This policy was ratified by Full Governing Body (if applicable):	March 2021
This policy will be reviewed again:	Autumn 2021
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

Statement of intent

At Carlisle Infant School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote Learning as a result of self-isolation or bubble/school closure due to Covid-19.

How will my child access any online remote education you are providing?	At Carlisle Infant School, we plan to use Google Classroom as a platform for displaying the work set by teachers. The school's Senior Leadership Team and teachers will use the data from Google Classroom to support the monitoring of those pupils who are not accessing home learning and will contact those families directly to offer further support. Teachers will use Google Meets to host live lessons with small groups of children at a time.
What should my child expect from immediate remote education in the first day or two of pupils being sent home?	A pupil's first day or two of being educated remotely will look a bit different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. During the first few days of remote education (particularly where individual pupils are self-isolating), the teachers in your child's year group will provide children with activities which compliment key skills your child needs to know within their year group. Teachers will not be providing recorded lesson inputs within the first day or two.
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?	At Carlisle Infant School we recognise that our pupils, (who are aged between 4 and 7) often learn best when active and engaged in purposeful play and interactive exploration. This has proved challenging to communicate and execute when not in the school environment. The teachers will provide daily learning opportunities, from different areas of their broad and balanced curriculum, matched to the planned learning objectives to be taught, which will be likely to include: • Daily phonics, maths, reading and writing tasks • Powerpoint slides which guide children through the lesson structure (with teacher commentary where appropriate) • Video lessons – produced by White Rose Maths/Oak Academy (KS1) • Links to websites to further develop learning (e.g. Mathletics, BugClub, Spelling Shed, YouTube etc.) • Activity descriptions which encourage pupils to work creatively and independently • Writing stimuli • Reading (including follow up tasks) • Worksheets • Quizzes (using Google Forms) as a future planning and assessment tool • 'Virtual' Live lessons led by the teacher – once weekly in small groups • Practical age-related investigations/challenges for children to engage with parental support When teaching pupils who are working remotely, teachers will: •Set assignments so that pupils have meaningful and ambitious work each day. •Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally and matches the content of the lessons that are being, or would have been, taught in school. •Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos. •Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked. •Adjust the pace or difficulty of what is being taught in response to questions or

	assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. •Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily feedback from teachers. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Head Teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
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: **EYFS (Reception)** **Approximately 2 hours** **Key Stage 1 (Years 1 and 2)** **Approximately 3 hours** Pupils should be present for remote learning from Monday to Friday, with an expectation that the work set will be completed within these days. Regular breaks and a lunchtime are encouraged throughout the day. Pupils are not expected to do schoolwork during their breaks and lunchtime. Pupils with SEND or additional medical conditions may require more regular breaks Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via email to info@carlisle.richmond.sch.uk no later than 8:30am if their child is unwell. The school will monitor absence and lateness in line with the guidance from the Education Welfare service.
How will you maintain contact with my child during self-isolation or bubble/school closure?	During a period of self-isolation or school closure, the class teacher will aim to contact such pupils at least once per week. For safeguarding purposes, the teacher will only conduct a 'virtual' live lesson with two or more pupils and the timing of this will depend on commitments during the school day (i.e. If children are still in school, a virtual lesson may have to take place after the typical school day ends) Should there only be a single pupil self-isolating from their class, the teacher will contact the child via telephone call where the parent/carer will be asked to use the 'loudspeaker' function.
If my child does not have digital or online access at home, how will you support them to access remote education?	We will primarily upload paper-based activities as PDFs to support those families using tablets/phones to view the learning exercises. For families who share they do not have technology available for the children to access during school hours (including a printer), we will offer to print packs of related learning for the children to access. These pupils will receive weekly calls from both the class teacher and a year group teaching assistant in order to offer feedback for the work produced.
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	Feedback to pupils on their strengths and areas for development in their work is a fundamental part of our day to day practice at Carlisle. We will utilise the 'stream' feature of Google Classroom for group feedback on work that has been returned and overall communication between teachers and learners. Specific feedback on examples of work will be marked using the 'Private Comments' feature by the class teacher. Feedback on work will also feature as part of the regular Google Meet conversation between teacher and pupils.

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. We will ensure that we maintain regular contact with these pupils and their families and seek feedback on how well children are coping with the activities provided and make adjustments accordingly. Organise and offer virtual interventions to ensure pupils make satisfactory progress against their individualised targets. Where possible, suggest activities to be completed at home to continue to develop skills and foci identified at school that will enable such children to meet their full potential.

Carlisle Infant School · Google Meet · **OUR FUNDAMENTAL 5**

With the use of 'Google Meets' for our school assemblies and children's weekly meetings with their teacher, we have outlined our **'Fundamental 5' expectations** for these to be as successful and safe as possible for all of the children and staff in our school.

Computers should be used in **appropriate areas** or use a **virtual background** if this is not possible.
*To change the background on Google Meet, look for the **menu*** ⋮ *along the bottom bar (three vertical lines) and choose* 👤 Change background

You should then have a range of backgrounds to select.

Please ensure all participants and those in your home are **appropriately dressed** if there is any chance they will come into view on the screen.

Language used by adults and children should be professional and appropriate for a school setting.
Please ensure that all people in the background are aware of the virtual meeting and cannot be heard by others in the computer. Please also ensure that televisions or gaming devices are turned down or are in a different room to the computer.

Consent is required by ALL PARTICIPANTS to **record** meetings. This has not been sought and therefore these meetings must **NOT BE RECORDED** by participants at home.

During our school assemblies, please ensure your microphones are on mute unless the children are asked otherwise.
With regret, we may have to remove your child from the assembly if they keep unmuting themselves and interrupting as this can disrupt the assembly for all the other participants.

Monitoring and review

This policy will be reviewed on an annual basis by the Deputy Head Teacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is September 2021.