

Hale C.E Primary School



Heart of the Community
Accepting Everyone
Love of God and neighbour
Excellence for all

Remote Education Policy

2020

Agree by staff: Autumn 2020

Approved by Governors: Autumn 2020

Review Date: Autumn 2021

Signed by Chair of Governors: R.Butler

Date: 7th October 2020

Cross reference to e-safety and Internet and Acceptable Use Policy

Mission Statement

At Hale C.E Primary School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Introduction

Since March 2020 our school, parents and children have responded very flexibly to the challenges faced during the Covid-19 pandemic. This policy outlines the ways that we will ensure that our children continue to receive the high-quality education they deserve, should there be a small number of pupils, class or year group who need to self-isolate or there is a local or national lockdown requiring pupils to stay at home.

What we have already done

As a school, we have in line with DfE guidance:

1. Continued to support our children's learning through daily contact (where necessary)
2. Provided planned activities and resources via hard copies and the school website
3. Reached out on Class Dojo to share and celebrate some wonderful examples of home learning and to maintain the 'togetherness' of our school community
4. Provided bespoke resources to SEND children and had regular, supportive phone calls with their families
5. Recognised the outstanding effort made by our families in supporting their children through such a difficult time

What we will do

We realise that children and families may be affected in a number of ways should they need to self-isolate or if there is a whole school closure. This could include for example lack of access to technology or parents having to work at home whilst trying to support their child's learning. We know from our very close communication with our families during the initial lockdown period (March 2020) that they have appreciated the level of support and contact that our staff has been able to provide and this will continue and be adapted as appropriate.

As detailed above, school has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;
- access to high quality remote education resources;

- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities)so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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 contact with teachers

A Remote Education Lead post has been created with effect from July 2020. Miss Buckley will be this Lead.

As the nature and length of any further absence from school is difficult to predict, we have initially set out our support in three planned phases:

Phase 1 – Short term

During any short-term closure (ie 14 days or less, whether class, year group or whole school) we will provide the following:

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Daily planned activities available on the school website (www.hale.haltonschools) and on Dojo platform
3. Clearly defined timetable for the day (see below)
4. Telephone support as necessary

Phase 2 – Medium term

During any medium-term closure (2-4 weeks), we will provide the following:

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Daily planned activities available on the school website (www.hale.haltonschools) and on the Dojo platform
3. Additional teaching resources via Oak National Academy lessons and activities, where necessary
4. Clearly defined timetable for the day (see below)
5. Telephone support as necessary

Phase 3 – Longer term

1. 1:1 email support from between 8:55am to 3pm, every school day
2. Virtual online lessons using video conferencing software (Zoom, Class Dojo or similar)
3. Clearly defined timetable for the day (see below) set out weekly
4. Telephone support as necessary

SEND – The class teacher and Mrs Buckley will provide 1:1 contact and bespoke resources to support learning for our SEND children (in any of the above phases)

We will also be able to provide a selection of devices to support those families without access to technology at home. These families will be identified in advance to ensure no gap in learning.

Below are suggested Remote Learning timetables for EYFS ,KS1 and KS2. Suggested activities will be provided in year group planning available on the school website from the Autumn Term.

We will provide paper copies of home learning when required and will look to deliver these when families are unable to access or collect Home Learning Packs.

Early Years Foundation Stage Timetable

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EYFS Home Learning Timetable Example

9.00-9.45am Maths

9.45-10.15am Reading and Phonics

10.15-10.30am Physical Activity

10.30-11.30am Practical Activity – Craft / music /
construction / science

11.30am-12.00pm Discussion and writing / recording

12.00-1.00pm Lunchtime and Physical activity

1.00-1.45pm Learning through play

1.45-2.15pm Exploring and consolidating – Computing
/Experimenting / Recording

2.15-2.45pm Religious Education

2.45-3.00pm Story time

KS1 Timetable

Hale C.E Primary School KS1 Home Learning Timetable Suggestion
9.00-9.30am Phonics and Reading
9.30-9.45am Keyword spelling practice
9.45-10.15am Physical Activity
10.15-10.45am Writing Activity
10.45-11.00am Play and snack time
11.00am-12.00pm Maths Activity
12.00-1.00pm Lunch and playtime
1.00-1.30pm Religious Education
1.30-2.45pm Science/Computing/Art/History/Geography/D&T/Music activity
2.45-3.00pm Storytime

KS 2 Timetable

Hale C.E Primary School KS2 Home Learning Timetable Example
9.00-9.30am Phonics and Reading
9.30-9.45am Keyword spelling practice
9.45-10.15am Physical Activity
10.15-10.45am Writing Activity
10.45-11.00am Play and snack time
11.00am-12.00pm Maths Activity
12.00-1.00pm Lunch and playtime
1.00-1.30pm Religious Education
1.30-2.45pm Science/Computing/Art/History/Geography/D&T/Music activity
2.45-3.00pm Storytime