



Staplehurst School



Remote Education Policy

Rationale:

We want children to have access to a robust curriculum, ensuring high standards remain, in light of sudden imposed restrictions, closures or isolation periods. Wherever possible, we will strive at Staplehurst to provide children with a broad curriculum experience – with knowledge at its heart. We will endeavour to support our children to learn and succeed, even when away from the school site.

This Remote Learning Policy is based on the principles outlined in Department for Education guidance. In line with this guidance, the school will ensure that remote education is planned and delivered with the following principles in mind:

- *Remote education will be available for pupils to access as soon as reasonably practicable, taking into account the length of absence and the expected level of disruption to learning.*
- *Where possible, remote education will be equivalent in length to the core teaching time pupils would receive in school, while recognising the individual needs and circumstances of pupils and their families.*

When planning and delivering remote education, the school will take into account:

- *Pupils' age, stage of development and ability to study independently.*
- *Any special educational needs and disabilities (SEND) or additional needs.*
- *The home learning environment, including access to a suitable space and time to study.*
- *Screen time, ensuring reasonable breaks for both pupils and staff.*
- *The level of support required from parents or carers, recognising that younger pupils and some pupils with SEND may need significant adult involvement.*

The school will also work to overcome barriers to remote learning by:

- *Auditing pupils' access to devices and internet connectivity.*
- *Providing school-owned devices where possible, supported by a user agreement.*
- *Supporting families to identify appropriate internet connectivity solutions where feasible.*
- *Providing printed learning resources where digital access is not available, alongside other appropriate forms of communication.*

In addition, the school will ensure that:

- *Pupils have regular opportunities for feedback and interaction with teachers and peers during the school day.*
- *A senior leader is identified with overall responsibility for the quality and delivery of remote education.*
- *Safeguarding remains a priority, with systems in place to check daily that pupils are safe at home and are engaging with their remote education.*

Aims; proposal:

Our overall aim is to continue to develop our children's lifelong independent thinking and learning skills, taking into consideration the adjustment and challenges that families are currently undergoing. To deliver this, we must continue to connect to all of our families through clear communication channels and strive to offer excellent guidance and support.

Delivery of the curriculum; this will be through a combination of traditional and child directed learning activities: core daily lessons set and supported by the class teacher (on line - PurpleMash) plus wider foundation curriculum lessons (personalised when appropriate and applicable).

Use of Video

Where possible, children will have access to high quality video content. We deem this as an important element to our remote education based on what current research presents. 'People learn more deeply when onscreen agents display human-like gesturing, movement, eye contact, and facial expression.' (Mayer 2009). It is proven that people retain more from a human on-screen agent. As a result, specified lessons will be pre-recorded by teachers, or video content will come (pre-recorded) from approved sites.



Planning
Feedback
Communication
Expectations

On the day of closure or restrictions, the teacher will provide an outlined timetable of work to be completed (see appendix 1). This pro forma will be adaptable so teachers can quickly pull together an outline for parents/carers.

Planning

Maths

Maths will be planned in accordance with White Rose. Links to the on-line videos will be given on Purple Mash. Children are expected to complete the accompanying worksheet (uploaded to Purple Mash).

EYFS - In EYFS, White Rose maths will be used to continue the planned learning taking place in school. Additional activities will be suggested where appropriate to practise skills being learnt in school.

English

English will be planned in line with our writing curriculum with children expected to complete the work set on Purple Mash. Activities aligned with grammar foci for that week will be set. Scaffolded week writing will be modelled with a video to support writing at home. Independent week will have modelled videos to support the process of independent writing at home.

*To allow for video creation, on the first day of inclement weather closure, lessons will follow Oak academy on the first day.

Reading will be set via purple Mash for comprehension and the expectation for children to read daily with an adult will continue.

Science

Science lessons will be planned according to the Long and Medium term plans for each year group and in conjunction with Oak Academy. A PowerPoint presentation and short explanatory video will be created to provide key knowledge and outline any activities planned – the video may also be from Oak Academy. This should be uploaded to our Purple Mash platform along with any links to worksheets or suitable websites

When planning more practical investigations, teachers should bear in mind the limitations parents may face with regard to resourcing.

Humanities/ Art/ R.E

Geography or History lessons will be planned according to the school curriculum and a video to guide through learning (to be completed on the morning of closure and uploaded). The tasks will be completed and uploaded to Purple Mash. Work to be uploaded to Purple Mash. Where appropriate, link to Oak Academy and use resources as needed.

*To allow for video creation, on the first day of inclement weather closure, lessons will follow Oak academy.

P.E

Will follow the Oak Academy sessions, with an additional challenge to be set for the week e.g. press-up challenge/stretching challenge etc.

R.E

Will follow Oak academy – aligned as closely as possible with our curriculum

PSHE

Will follow Oak academy – aligned as closely as possible with our curriculum

Music

Charanga activities to be set for children at home. Remote zoom lessons will run for

children with individual lessons.

Feedback

Feedback on work will be provided via PurpleMash; teachers will award pride points for particular efforts and creativity.

Children: will be encouraged to comment on their learning via purple mash when submitting work and in the class blog; staff will respond to learning **daily** and post **at least 5 x per week** on the blog (depending on the length of closure). Parents can send in via year group email examples of any learning. Staff can send any content for social media or website content to SM in the office. Teachers are encouraged to set up a reward system/use reward system in order to inform celebratory 'Pride' e-certificate.

EYFS - Parents can send photos and other examples of their child's learning via the Purple Mash and year group email and teachers will respond daily. Staff will send examples of home learning to SM in the office.

Communication

Connecting with families: staff will phone **parents** of all children if the closure extends 2 days, with follow-up phone calls to identified (vulnerable) families in the following week should the closure last this long (office will provide a class spreadsheet of numbers) This will be a courtesy call to check in with every child, with the parent's permission you may speak directly with the child but this is not essential.

Please set your phones so that no personal numbers are shared through this process. Please keep a record that a phone call has been made and if anything significant has been shared. If necessary, inform SLT as you would under normal circumstances and CPOMS anything you wish to pass on to a DSL, also directly contacting and assigning a DSL; **this must be done immediately as under normal circumstances.** Should the closure extend past 2 days, vulnerable families will receive a phone call both weeks from the teacher and a further phone call in the second week from FLO.

Expectations

Children:

- To complete the weekly timetable of lessons and to comment on their learning
- Children upload photos of learning or email examples to year group email.
- If they find the work difficult, speak to their adults at home, then if they need further support, message teacher on PurpleMash (being aware that response from teacher could be delayed).

EYFS - Work can be completed online where appropriate. If parents have the capacity,

photos can be produced to demonstrate the child's learning and parents can write a comment, such as what their child has said during the activity where relevant.

Teachers:

- complete daily/weekly outline (Appendix 1) for learning depending on length of closure.
- respond to pupil support requests (where time allows)
- Respond to learning that is sent in via email where possible
- Phone call check in with disadvantaged (PP or vulnerable) families.

KS2

- Weekly spelling list given for practice at home.(In line with spelling curriculum expectations) (**Should the closure extend 2 days**)
- Modelled writing to be used within planning stages with videos to support.
- Videos made by teachers to support teaching of English x 5 weekly (as per the length of closure)
-these will largely focus on modelling writing, however if appropriately linked with planning may have a grammar/spelling focus.
- Differentiated planning in place in all year groups to support SEN pupils
- KS2 Reading – purple Mash to be used daily. One chapter a day with accompanying 2Dos set/ extracts of shorter text uploaded in line with fluency reads.

EYs and KS1:

As above, but daily purple Mash to be replaced with the following:

Phonics videos to be made 3 x per week following the normal RWI structure and use of resources.

Videos to match appropriate level of RWI groupings per year group.

Not applicable for those year 2 pupils who achieved the pass mark for the December Phonics Screening Check – daily Reading sessions to be in place via purple Mash for these children instead.

Children:

Teachers:

- complete weekly outline (Appendix 1) for purple mash tasks (for the website) – **as a year group by Thursday of each week should the closure extend.**
- respond to pupil comments (class teacher)
- Monitor work that is submitted from PM and follow up where required (**daily**)
- Respond to learning that is sent in via email
- Tweet to the class a message (3x per week) **should the closure extend past a day**
- Weekly e-certificate to be selected and sent to SLT for virtual sharing assembly **should the closure extend past 2 days**
- Make weekly phone calls to all children and families in the first week and follow-up calls in the following week to identified vulnerable families **should the closure extend past 2 days.**

Workload Guidelines: approximate timings to be managed by all class teachers to meet the needs of their work/life balance

Daily

Learning feedback and comments for English and Maths 1.5hrs

Emails from parents/learning – check and respond 1 hr

Phone calls (approx. 6 per day – if closure passes 2 days) 1hr

Total 3.5 hrs

Weekly

PPA with year group team if closure passes 2 days: 2hrs

weekly planning overview 0.75 mins

Social media: Blog& twitter 3 x per week

Total 2.75 hrs

General Communication

Parents:

- Email/ phone office during school hours regarding issues not related to home learning

- Emails to staff regarding home learning via year group system

School Communication:

- Parent mail/email
- Weekly newsletter
- Twitter/facebook
- Phone calls home – all children and vulnerable groups
- SLT/FLO to call vulnerable families
- Teachers to call families (As identified in each stage above)

Safeguarding

Safeguarding (please refer to our school policies: safeguarding and addendum; use of social media; staff code of conduct)

- Online safety – remind all children of expectations and signpost support and guidance for children and parents regularly.
- Children are only able to contact you through purple Mash
- Parents to email via year group email – no personal details to be given
- Do not allow anonymous blogs or messaging
- Whisper message – remind your children of the button on the website if they have any concerns – these come to the DSLs
- Phone calls – ask permission to speak with children and with the parent present on speaker phone; log conversations; block personal numbers using phone settings
- Report any issues to a DSL **immediately (phone and written or electronic record)** in line with policy

SEND Provision

- The school will support children with EHCPs them to deliver targets at home. If a child is on the SEN Support register, the school will again support parents to deliver Provision Plan targets at home.
- SEN Support children will be supported by their teachers with learning activities that are adapted to enable them to complete tasks independently.
- Parents of SEN Support children will be regularly contacted by DHTI/FLO. In addition, parents are encouraged to contact their class teacher or Inclusion team if they require any additional support via email or phone.

Appendix 1 – Daily/Weekly Timetable

Example weekly/daily timetable for completion:

| | Maths | Reading/Phonics | English | Topic |
|------------------|--|------------------------|--|---|
| Monday | L.O: To order numbers (White Rose Lesson 1 video available... (approx. time) | | L.O To write a description Oak academy video then complete attached task. (approx. time) | Science Oak academy (Specify where) video and task. (approx. time) |
| Tuesday | L.O: To subtract integers (White rose (approx. time) | | L.O To understand metaphors. (approx. time) | History Lesson on the Maya and task from Oak academy/PurpleMash (approx. time) |
| Wednesday | | | | |
| Thursday | | | | P.E Joe Wicks session... (approx. time) |
| Friday | | | | |