



St. Ethelbert's RCP School **Remote Learning Policy**

Love, Care, Share...

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

Introduction:

Throughout the coronavirus (COVID-19) pandemic, St. Ethelbert's RCP continued to provide education and support for all our children using remote learning, either when whole 'bubbles' closed due to self-isolation or when there was a national lockdown. Where individual pupils were self-isolating, paper packs of work were provided, alongside links to other school resources. As most children and parents were already familiar with the use of Seesaw for homework activities, this learning platform was used to deliver online learning.

Hopefully, the extreme circumstances of the pandemic and its impact on education will never be repeated. However, the arrangements put in place in 2020 and 2021 are ready to be implemented in the event of a school closure or an extended period of absence for individual / groups of pupils.

These are outlined in this policy:

St. Ethelbert's RCP recognises that all family circumstances will be different and so there will need to be some flexibility in the way remote learning, whether online or paper-based, is planned and delivered. For example:

- Depending on the circumstances, families with multiple children may need to organise and prioritise daily learning, so that all children receive appropriate support and access to technology
- Systems do not always function as they should
- Some children may find working from a screen difficult
- Other resources (pencil crayons, scissors etc.) may be limited in some homes

An understanding of, and a willingness to adapt to these difficulties is essential for success. Parents and carers should not hesitate to contact school if they are experiencing problems or have questions about our provision.

How will children be taught remotely?

Online learning:

Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. However, some adaptations may need to be made for some subjects (e.g. where specific resources such as art materials are not available in every home)

School leaders have agreed that the following technologies will be used when communicating with pupils during any period of home learning:

- Seesaw
- Microsoft Teams

A range of approaches will be utilised, including:

- Pre-recorded teaching input videos
- Written tasks, including Power Points; written explanations
- Online reading scheme
- Links to educational websites / platforms such as White Rose Maths; Times Table Rock Stars; Learning by Questions; Cosmic Yoga ; Oak Academy; BBC Bitesize etc.
- Microsoft Teams calls for live discussion / input
- Practical / creative activities

Activities will be uploaded onto Seesaw at the start of each day; typically, depending on the length of absence from school, the following activities will be delivered:

Nursery - three daily tasks will be set, including a story time, a practical / creative task and a link to an external website such as CBeebies.

Reception - on a typical day, five activities will be set – phonics, maths, writing, story time and a creative task. Learning packs (containing letters, digit cards, an individual whiteboard etc.) will also been sent home to parents for extra practice in areas such as phonics and number.

Year 1: on a typical day, a reading activity from Reading Planet will be set; in addition, there will be tasks for phonics, maths, writing and story time, as well as a creative task.

Years 2- 6:

English:

- Two Grammar, Punctuation and Spelling (GAPS) tasks per week; two writing activities per week
- Shared reading – text read by teacher with questions / comprehension mat and pre-prepared reading comprehensions
- Guided reading using the Reading Planet online scheme
- Story time – a short video of the teacher reading the class novel / story

Other English tasks may include:

- Fluency check – upload a text and ask the children to record themselves reading aloud
- Once Upon a Picture – using a picture to develop inference skills
- In KS2, the use of LBQ for weekly GAPS or reading tasks

Maths:

- Years 2-6 – arithmetic practice – two Fluent in Five and two Times Table Rock Stars activities per week
- Three maths tasks per week based on the White Rose scheme. Teaching videos from the scheme will be utilised, as well as videos of the class teacher modelling the concept. The White Rose scheme will be supplemented by additional fluency tasks where required
- One arithmetic task per week (LBQ may be used in KS2)

Religious Education:

- Two tasks per week, using '*Lighting the Path*' and other appropriate resources

- Weekly liturgy with a follow-up task

Wider Curriculum:

- Two wider curriculum lessons per week, including one science activity – *Oak Academy* resources may be used
- Two PE activities per week (*Joe Wicks; Cosmic Yoga; Just Dance; Key PE Sports*)
- Y2-6 – Newsround task 4 times per week – children watch and respond in written form
- Weekly creative task
- Weekly '*Family Time*' assembly

On Fridays, there will be a focus on PE, PSHE and creativity. Pupils will also be given the opportunity to complete any unfinished activities prior to them being archived. On this day, all teaching staff will have their Planning, Preparation and Assessment time (PPA).

For each year group, there will be at least three live Microsoft Teams lesson per week.

For pupils in Years 1 and 2, work, including teaching time and independent learning, should take approximately three hours per day. For Years 3-6, this should take about four hours. It is recognised that children in EYFS will require much more adult support; therefore, there is no time stipulation, only a number of specified tasks.

Tasks will be appropriately adapted so that individual pupils have access to work which best meets their needs. Pupils with SEND will also have a personalised programme of work; those in receipt of an EHCP will have some activities based on their specific targets.

Pupils are expected to complete the set activities each day to a good standard; however, school understands that for the reasons outlined above, this may not always be possible for some children. Therefore, online activities will remain 'live' all week until Monday morning, when they will be archived. This is for logistical reasons.

Staff are expected to provide some sort of feedback for all activities. However, to be mindful of teacher workload, only some pieces will be marked in depth each day (e.g. comprehension; GAPS; writing; maths); written or verbal feedback will be posted where a 'fix-it' is required or to praise specific elements of a child's work, but this is not expected for every task. Written or verbal comments may also be posted in RE activities or in some wider curriculum tasks, where appropriate. Otherwise, shorter tasks, such as Newsround, will be 'liked' and approved. Teachers will contact parents via Arbor or through a phone call if their child is not engaging with remote learning.

Paper-based learning:

Wherever possible, parents will be encouraged to access online learning for their children. However, for the reasons outlined earlier in this policy, there may be barriers which prevent this from happening on a daily basis. Therefore, paper packs will be made available. As closely as possible, the content will mirror the activities planned for online learning, so that there is consistency across the year group. Where this is not possible, an alternative activity will be planned. New packs can be collected from school on Mondays and Wednesdays after 11am; therefore, staff will need to have printed worksheets in plenty of time. Packs will be appropriately adapted so that the needs of all children are met. Exercise books will be provided so that children can record their work appropriately. Parents will return the completed work when they next collect their new pack. Workbooks will be marked by the class teachers. Some parents may have access to technology but prefer to have their child work on paper – in this case, children can photograph their completed work and upload it onto Seesaw – this will be marked online, as outlined earlier.

Use of Technology:

The school may be able to loan devices to families who have any of the issues outlined in the bullet points on page 1 of this policy.

Laptops will be allocated in order of priority:

1. Children who have NO access to any devices
2. Families with two or more children who do not have appropriate levels of technology in the home
3. Children who share a device with a parent who is working from home

In the event that not enough laptops are available, the school will also loan out its supply of other devices, on which Seesaw and other relevant apps will be made available.

All loans will be subject to review and will end when the child returns to school. A parental agreement will have to be signed, stipulating that the device may only be used for remote learning and that care will be taken to keep the device in good condition. Any damage will have to be paid for.

Safeguarding:

Expectations of Staff:

- Safeguarding is at the heart of everything we do and so all staff will be expected to continue to follow the school's safeguarding policies and procedures when engaged in remote learning. Staff must continue to display the highest levels of behaviour and maintain professional boundaries in all online interactions, whether through pre-recorded teaching inputs; live Microsoft Teams calls or when providing written or recorded feedback on Seesaw. When working from home, good standards of dress should be maintained and care taken that backgrounds are appropriate when recording videos or engaging in live sessions. If undertaking live sessions, care should be taken that other people in the staff member's household are not able to hear in order to ensure confidentiality.
- Details of live Microsoft Teams sessions should be texted to the parents via Arbor and must NEVER be communicated directly to a child (although reminders of the session can be posted on Seesaw).
- If working from home, staff devices should be secure, with the appropriate use of passwords, screen locks etc. and should be stored securely in line with data protection requirements.
- All staff should follow the usual procedures for reporting and recording safeguarding concerns, involving the DSLs so that these can be escalated if required. Staff should refer to the school's Whistleblowing Policy if they have concerns about another member of staff.
- All children will have their own individual log-in to access online learning.
- When communicating with parents via telephone, staff should log details of the call, taking care to note anything out of the ordinary from a safeguarding point of view. Families identified as having safeguarding or other vulnerabilities will be contacted on a weekly basis.

Expectations of Parents & Pupils:

- When using live video or audio, all parents and pupils must adhere to the school's expectations for behaviour and appearance, which will be communicated through Seesaw. All pupils must conduct themselves in a manner conducive to learning.
- All pupils will be expected to keep personal information safe whilst online.
- Pupils are encouraged to report any concerns they may have to a member of staff.
- Parents must understand that the use of innovative online technologies enables school to deliver learning opportunities during unprecedented circumstances
- Parents should encourage their children to adopt safe use of the internet and digital technologies at home and will inform the school if they have concerns over their child's online safety

- Parents are aware that school will offer guidance and help them understand how they can best support their children and how to adjust their own expectations

Policy reviewed – September 2026