



Sherborne C of E Primary School – Remote Learning Policy

Created by: John Moore
September 30, 2020

Date of next review:
September 2024

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.

Sherborne - For LIFE!

At Sherborne CofE Primary School, all stakeholders are expected to know and promote the school's aims and ethos. Our motto, Sherborne – For LIFE!, represents these aims and provides a reminder of our core purpose:

Our school nurtures a [Love of Learning](#)

Our school promotes [Independence and Individuality](#)

Our school is [Fun and children leave with a sense of Fulfilment](#)

Our school expects [Excellence from pupils and staff, and Enjoyment fills every classroom](#)

The school's motto is taken from John 10:10, where Jesus said, "I have come that they may have life, and have it to the full." We believe that having life to the full means that children receive an excellent, broad and balanced learning journey which recognises the importance of good mental and physical health. The school is clear that all children are unique, with different talents and learning needs. Each child is valued equally as a part of the school community.

All pupils, both current and past, will always be welcome at the school. Once a Sherborne pupil, children are Sherborne – For LIFE!

Purpose

The purpose of this policy is for staff, children and parents to be clear over how work will be set in the event of a prolonged school closure.

Context and Aims

During the Covid-19 national lockdown of March 2020, the school responded swiftly and successfully by using resources already used within the school. Work was set through the school's learning platform, with staff recording videos of modelled teaching and uploading photos, pictures and diagrams to help support learning. Children were also read stories by their teachers and the Headteacher recorded a weekly assembly to celebrate good work.

For many children and their families, this provision worked well and children quickly adapted to the new way of learning. Over time however, pupil engagement deteriorated as children struggled to keep up with the volume of work set. For some children and their families, the provision was less successful. This was for a variety of reasons including the child's mental health and wellbeing, the parents' ability to support their child and technical difficulties in accessing the work.

Staff too found this new way of learning difficult at times. Over time, the platform slowed and setting tasks began to take longer and longer. Similarly, the marking and feedback of work completed was not straightforward as children completed the work at different points over the week.

The aim of this policy is therefore to clearly set out what and how work will be set in the event of a 'bubble' or the school being closed for a prolonged period. In order to provide some consistency of provision between schools, the Department for Education have set the following expectations:

- Set assignments 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.

Staff will:

- Ensure that all pupils have access to the necessary technology before the 'bubble' is closed. To do this, the office administrator will contact all parents in order to create a list of those children who will require the loan of a school laptop. A record will be kept of each device loaned out.
- Be understanding of individual family circumstances. Although the general expectation will be for all pieces of work to be completed on time, there will be occasions where children are unable to access or complete a piece of work.
- Ensure that learning sequences are progressive and relevant to the children's needs
- Provide a range of practical, online and paper-based tasks, the outcome of which may be in the form of an uploaded document, a photo, a video or a screen shot
- Mark each piece of work submitted on time.
- Make use of nationally developed materials such as those produced by The Oak Academy if the classteacher deems that the resource is relevant and purposeful to the class.
- Share teaching and activities with pupils through CENTURY, the school's learning platform.
- Continue teaching in line with planning that is already in place.
- Accept that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Use instructions that contain enough detail for the pupil to be relatively independent (age dependent). Teachers should not assume that a home has access to a printer to print anything.
- Leave tasks open for at least five school days to allow pupils to catch up if necessary.
- Keep in contact with their pupils through CENTURY and other agreed platforms with safeguarding given the highest priority.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. policy, subject or professional development.
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages from pupils during this time will not be undertaken until the teacher is fit to work.
- Be flexible and cover members of staff who are unable to work due to illness, either at home or school.
- Keep the Headteacher informed via email of any trends, issues, feedback or concerns that arise in their daily role so any necessary actions can be taken as required, especially with regard to safeguarding.
- Provide parents with a class email address so that they may contact their child's classteacher if necessary

Pupils will:

- Be encouraged to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities. This is because their wellbeing is at the forefront of our thoughts.
- Potentially work a day or two behind what has been shared through the learning platforms.
- Work hard to complete the tasks set to the best of their ability and with the resources they have available.
- Seek help if they need it, from teaching staff and/or family members.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Use Timetable Rockstars at least three times per week (for children in Years 2 and above).
- Consider learning a new skill, follow their own interests to discover more about the world around us or just be creative.

Parents/carers will:

- Support their child's learning to the best of their ability.
- Encourage their child to access and engage with activities and tasks set by the teacher.
- Follow the school's Acceptable Use Policy.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside the school's communication platforms.
- Know they can continue to contact their class teacher using the class email address.
- Check their child's completed work each day and encourage the progress that is being made.
- Alert the teacher if their child is ill or otherwise cannot complete the work set.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

Hedgehog Class

Children in Reception and Year 1 will be set a series of short lessons where the task should last no more than 15 minutes (except where the activity is to make something), although children and parents may choose to spend longer on certain tasks if they wish. The nature of teaching and learning in Hedgehog Class is particularly 'hands-on' and staff will do their best to re-create this, considering the type of resources children will have available to them at home.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Planning Day – no work set	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Catch up day
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Phonics lesson One other lesson Story	Catch up Day

Fox Class

Children in Year 2, 3 and 4 will be set a series of lessons where the task should last no more than 25 minutes (except where the activity is to make something), although children and parents may choose to spend longer on certain tasks if they wish.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Planning Day – no work set	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Catch up day
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Catch up Day

Owl Class

Children in Years 5 and 6 will be set a series of lessons where the task should last no more than 40 minutes (except where the activity is to make something), although children and parents may choose to spend longer on certain tasks if they wish.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Planning Day – no work set	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Catch up day
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Morning video or voice recording to show the day's timetable Maths lesson English lesson Spelling lesson One other lesson Story	Catch up Day

Addendum

Following updated guidance published in January 2021, schools must provide live or recorded lessons, or a combination of both. These recordings must be 'direct' teaching and the children should be able to complete tasks and assignments relatively independently. The school will provide the following:

- For children in Reception, Year 1 and Year 2: an average of three hours a day, with less for younger children
- For children in Years 3, 4, 5 and 6: an average of four hours a day

Teachers are expected to 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 so that pupils can progress through the school's curriculum.

Teachers will check daily as to whether pupils are engaging with their work. Where there are concerns about pupil engagement, the teacher will contact the child's parents or carers to rapidly identify effective solutions. Where concerns remain despite the class teacher contacting the parents or carers at least three times, the matter will be escalated to the Deputy Headteacher. If after two attempts pupil engagement remains low, the matter will be escalated to the Headteacher.

All groups and classes created using the school's remote learning platform will be shared with the Headteacher, who has an overarching responsibility for the quality and delivery of remote education.

Information for pupils, parents and carers about the school's remote education provision will be published on the school website by 25th January 2021.

Online lessons do not need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content. Should teachers choose to use content provided by others, they must ensure that the teaching and tasks set are appropriate to the learning needs of the children and that it fits with their planning sequences.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Tasks set for these groups – particularly those in Reception and Year 1 – should be mostly practical in nature and allow children to continue to explore the world around them. Children in these year groups should however continue to receive regular direct phonics teaching in order to continue to develop their early reading.

Area	Resource	Description
General educational resources	<p>https://www.oxfordowl.co.uk/</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education</p> <p>https://schoolsallianceforexcellence.co.uk/Supporting-Schools/Primary/Curriculum-Resources-Primary</p> <p>https://ecpublishing.co.uk/collections/free</p> <p>Computing: https://www.barefootcomputing.org/primary-computing-resources</p> <p>http://code-it.co.uk/csplanning.html</p>	<p>Oxford Owl reading resources for home and teacher use. For 3-11 year olds.</p> <p>Lists of online Science, PE, Wellbeing and SEND educational resources to support children's education at home while they may not be attending their normal education setting.</p> <p>Surrey Schools Alliance for Excellence has pulled together resources that provide a blended approach towards home learning for students in English, Maths, Science, Geography and History.</p> <p>50 places to find free teaching resources.</p> <p>Barefoot empowers primary school teachers across the UK to deliver the computing curriculum with free face-to-face workshops, helpful online guides and engaging lessons. Includes some ideas that can be taught away from computers.</p> <p>Computing resources produced by Phil Bagge supported by HIAS, Hampshire</p>

	<p>History: https://www.history.org.uk/primary/categories/7/news/3815/primary-resources-to-support-you-during-covid-19</p> <p>Outdoor learning: https://mcusercontent.com/990ddb5c456385682f7129ab7/files/8d7ffabd-c160-4d64-a238-ff4f167985a4/Recovery_Curriculum_support_pack.02.pdf</p>	<p>Inspection and Advisory Service. Includes some ideas that can be taught away from computers.</p> <p>The Historical Association have put together a selection of open access history resources to help schools</p> <p>These resources provide activities, basic tips and tricks for successful outdoor learning and advice on behaviour and risk. These free resources engage all ages and help bring your class back together with and their learning in a fun way.</p>
<p>Catch-up -phonics</p>	<p>https://www.jollylearning.co.uk/school-closure-support-for-parents/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</p>	<p>Phonics resources aimed at parents but may be useful for teachers of year groups that do not usually need phonics lessons.</p> <p>Last updated September 2018. Literacy and numeracy catch up strategies.</p>
<p>Helping children return to school safely / wellbeing</p>	<p>http://allianceforlearning.co.uk/wp-content/uploads/2020/06/Recovery-Resources.pdf</p> <p>https://www.pshe-association.org.uk/advice-addressing-coronavirus-covid-19-pshe</p>	<p>Alliance for learning has pulled together a range of resources across EYFS-KS4 as well as SEND to support pupils' wellbeing when returning to school.</p> <p>Advice from the PSHE Association for discussing coronavirus with pupils.</p>

	<p>https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/</p> <p>https://clpe.org.uk/aboutus/news/clpes-recovery-curriculum-primary-schools-teaching-notes-here-we-are-notes-planet-earth</p>	<p>Ideas to support all pupils' mental health, but particularly if they are finding changes unsettling.</p> <p>CLPE teaching team have created a FREE, 2 week long, whole school unit of work for Early Years through to Year 6. This helps to encourage a sense of community across the entire school, to reflect on the last few months, and also help your whole school look forward to the future in a positive way</p>
Online lessons	https://www.thenational.academy/	National resource of lessons provided for Reception to Key Stage 4
Home learning	https://www.bbc.co.uk/bitesize	Three hours of lessons provided daily for children aged 3-11