Pupil Remote Learning Policy

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CV Lead Sandra Cunningham

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Statement of intent

At CPS, 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.

1. **Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2021) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Children Missing Education Policy

2. **Roles and responsibilities**

2.1. The governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2.   The Head teacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a bi-weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.3.   The health and safety officer is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Head Teacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.4.   The DPO, Colin Howard, Chairman, Satswana Ltd is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.5.   The DSL, Hilary Ali is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with Eduthing to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head Teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working
- Ensuring all safeguarding incidents are adequately recorded and reported.

2.6. The Inclusion lead, Marita Cunniffe is responsible for:

- Liaising with Eduthing to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head Teacher and other organisations to make any alternate arrangements for pupils with EHC plans and ISPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.7. The SBM, Ros Clark is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. The ICT technicians, Eduthing are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the Inclusion lead to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.9. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher.
- Reporting any defects on school-owned equipment used for remote learning to an Eduthing technician.
- Adhering to the Staff Code of Conduct at all times.

2.10. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.11. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.
- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Google Classroom
- Email
- Oak National Academy
- Educational websites
- Work booklets
- Reading tasks
- Pre-recorded video or audio lessons

3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

3.4. Teachers will ensure the programmes chosen for online learning support pupils with SEND.

3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.7. Although we will endeavour to minimise the need for printing, work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.

3.8. Teaching staff will liaise with the Inclusion lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.9. The Inclusion Lead will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.11. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. chrome books.

3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through our local Authority

3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.

3.15. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.16. The school will signpost parents via parentmail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.17. Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing a packed lunch from the school kitchen
- Making food hampers available for delivery or collection
- Providing vouchers to families

Costs and expenses

3.18. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.19. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.20. The school will not reimburse any costs for childcare.

3.21. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4.   All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5.   The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the Inclusion Lead.

4.6.   Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.7.   The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8.   The school will consult with parents at least two weeks prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9.   The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.10.   The school will communicate to parents via parentmail about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11.   During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online.

4.12. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and Head Teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded via CPOMS.

5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

5.9. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.10. All members of staff will report any safeguarding concerns to the DSL immediately.

5.11. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's DPO's advice.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking and Feedback Policy.
- Returned to the pupil, once marked, by an agreed date.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Head Teacher as soon as possible.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Lead as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and Eduthing will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every hour.

8.4. Parents are encouraged to adjust screen break frequency for younger pupils or pupils who require more frequent screen breaks.

9. School day and absence

9.1. Pupils will be present for remote learning each morning, however we appreciate the need for flexibility of timings to suite the needs of each individual family.

9.2. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.3. Parents will inform their child's teacher no later than 9.00am if their child is unwell.

9.4. The school will monitor absence and lateness in line with the Attendance Policy.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via parentmail and the school website about remote learning arrangements as soon as possible.

10.3. The Head Teacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6. Members of staff will have contact with their line manager once per week.

10.7. As much as possible, all communication with pupils and their parents will take place within school hours

10.8. Pupils will have verbal contact with a member of staff at least once per week via phone call or Google Classroom

10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.12. The Head Teacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

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

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

11.3. The next scheduled review date for this policy is September 2022.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

2.1 The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments

2.2 The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.

2.3 The school will communicate its contingency plans for local restrictions with parents.

2.4 The school will immediately implement remote learning for full or partial school closure

2.5 Where there are no local restrictions in place, the school will continue to remain fully open to all

3. Teaching and learning

3.1 All pupils will have access to high-quality education when remote working.

3.2 The school will use a range of teaching methods to cater for all different learning styles, see CPS Remote Learning Strategy

3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

3.4 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

3.5 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.

3.6 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

4. Returning to school

4.1 The Head Teacher will work with the LA / PHE to ensure pupils only return to school when it is safe for them to do so.

4.2 The Head teacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.

Remote Learning at CPS
2021-2022

All schools are required to prepare a contingency plan for remote learning.
This document outlines CPS contingency plans for remote learning. It distinguishes between **Tier 1**- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and **Tier 2** - which would be triggered in the event of a partial or full closure.

Please note: If a child is ill, we would not expect them to complete home learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly. Parents should inform the office if their child is unable to access remote learning due to illness.

We will implement remote learning from your child's first day of absence.

In both cases, the government's online classroom and CPS' offer will be made available to you. Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is alignment as far as possible between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

DfE Guidance on Remote Education: Summary of Key Points:

Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

• Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

• Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:

> *• Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
>
> *• Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback*
>
> *• Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
>
> *• Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*
>
> *• Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. 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*
>
> *• Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
>
> *• We expect schools to avoid an over-reliance on long-term projects or internet research*

The Government has provided **Oak National Academy Online Classroom** to support home learning for all primary school children should they need it. Please find the link to the Oak online learning platform below:

https://classroom.thenational.academy/schedule-by-the-year

Once you have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons and work for that day will appear. Your child can revisit lessons from the week by clicking on the days of the week tabs in their year group and then selecting the appropriate lesson.

Please be aware that the sequence of learning will naturally differ from school to school.

The assumption at CPS is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the checklist below.

Remote Education: Overarching Principles at CPS:

A. Curricular alignment: remote plans follow precisely the same sequence as face-to-face curricular provision
B. High quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
C. Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

CPS will provide teaching and learning opportunities which would equate to a minimum of 3 hours per day. We are aware that the concentration levels of children may vary. Our provision enables the day to be broken between paper and screen based learning therefore minimising screen time and allowing for children to have appropriate learning breaks. There is no expectation that parents/carers need to review learning materials in advance - we aim to provide learning opportunities accessible to all. We do not expect parents/carers to print resources and tailor our learning opportunities to reflect this.

Where pupils do not engage with remote learning provision, CPS will contact parents/carers to discuss and offer support. The government expects all pupils to continue their education remotely.

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow our normal CPS teaching and learning offer:

- Revisiting **prior learning - pupils are encouraged to repeat and revisit recorded sessions to embed e.g. phonics**
- Giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**
- **Guided practice** through **modelling/scaffolding**
- **Independent practice**
- **Feedback**

It is essential that what is learned at home aligns with what would have been taught in school - children should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom or virtual classroom.

CPS Remote Learning Offer Summary
in the event of a partial or full school closure
2021-2022

Remote Learning	Our Offer
Live Check-ins	Morning registration daily at 9am via Google Meeting – this includes breakdown of tasks for the day. Office / DSL to follow up on any children not present via phone call home Afternoon check –in at 2.45pm via Google Meet – opportunity to celebrate successes, clarify misconceptions and end of day shared story 1 Live 1:1 check-in per week from TA/teacher for all pupils via Google Meet Daily live check-in for all children with SEND/EHCP (completed by TA)
Additional Live Opportunities	Live celebration assembly on Friday Half hour live music lesson delivered by CPS music teacher 1 half hour live MFL lesson delivered by DHT
Classwork	All remote learning is set via Google Classroom. All year groups set out remote learning in a uniform way and layout is consistent across the school. **A mix of recorded and live Maths Lessons** via Google Classroom, following on/mirroring the planned maths curriculum for that time. This may be a combination of white

rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home or will receive feedback from the team as appropriate.

A mix of recorded and live and Recorded English Lessons uploaded to Google Classroom following the planned sequence of learning. The quantity will be dependent on age/stage of your child. In some instances, children are expected to self evaluate against given success criteria. Some/all of these will be 'turned in' to your child's class teacher on Google Classroom.

Spellings: Children from Year 1 to Year 6 access a weekly list of spellings to learn alongside linked activities. Children are encouraged to practise them and any previous word lists. They can also find out what words mean, find similes (if relevant) and write each word in a sentence, uplevelling it if possible to add adjectives etc.

Reading: children can enjoy any of the books available to them at home and will no doubt have their most recent home reader to enjoy. Children are encouraged to continue logging reading in reading journals and may access Accelerated Reader online so they can continue to take quizzes.
Children in Y2 – Y6 have access to MyON, an online bank of E-Books which link into their ZPD level and allows them to read and quiz

Topic tasks following the lessons planned to be covered in class that week. Each week a minimum of 5 topic tasks will be set. This will include videos and recorded presentations uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning may be set on google classroom. Some topic sessions utilise 'Oak Academy' lessons.

PE: Children are encouraged to be as active as they can during any period of isolation. Teachers will post challenges and resources which support physical activity in the home.

MFL: Duolingo may be utilised to supplement the CPS French Scheme. A weekly Japanese lesson will be taught to children in Years 2 - 6 live via Google Meet by DHT.

	At the start of the lesson the pupils are told the purpose of the lesson and given clear success criteria. • There is a review of prior learning. • New information is presented in bite-size chunks using video and audio • Instructions are very clear throughout the lesson. PowerPoints are clearly labelled and have been adapted with audio recordings and videos with clear explanations where appropriate. • The lesson includes timings, e.g. pause the video for one minute, complete the grid in 30 seconds as appropriate. • Key vocabulary has been included and explained. Pronunciation has been given via resource links / recordings and the opportunity to revisit vocabulary is exploited throughout the lesson. Knowledge mats for foundation subjects are made available where possible • We do – worked examples are included before children complete a task, as appropriate – support prompts and scaffolding are provided to offer plenty of guided practice. • The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge. • *You do* – independent practice – students have the opportunity to put the learning into practice, this could be exam questions, a quiz, a piece of extended writing, etc.
Additional Opportunities	**Maths**: children may access **Doodle Maths** (and English depending on their Year Group) and **TT Rockstars** for activities linked to their multiplication tables **English**: Children with a **Lexia** account may continue to access this from home. Children in Year 5 and Year 6 may access additional spelling and grammar activities through their 'SPAG.com' accounts

At CPS we have put in place an interim arrangement to support EYFS children's remote learning in the event of a partial or full school closure. EYFS use Google Classroom for all home learning and parents can share learning as appropriate.

EYFS Remote Learning:

- There will be a mix of live and pre-recorded sessions
- Where appropriate, parents will be given guidance on how best to support their child's learning.
- Class teachers will share the story of the week with activities related to the story including comprehension, writing and oral story retelling as appropriate.
- Mathematics: There will be a mix of live and pre-recorded sessions. Children may receive a video or powerpoint explaining the mathematics activity (practical activities with objects they have at home).
- Reading and Phonics: Children will have two phonics lessons a week to introduce new sounds to practise and will have drop in reading sessions with a member of the team. In addition, children are expected to read daily
- Writing: There will be a mix of live and pre-recorded sessions to guide parents and children in a range of writing opportuntiies. In addition, children will practice writing their names focusing on letter formation each day.

The Government has provided Oak National Academy Online Classroom to support EYFS children's home learning.

Please find the link to the Oak online learning platform below:

https://classroom.thenational.academy/schedule-by-the-year

Once you have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons and work for that day will appear. Your child can revisit lessons from the week by clicking on the days of the week tabs in their year group and then selecting the appropriate lesson.