

Cumberland Infant School



REMOTE LEARNING POLICY AND PLAN 2021

Our vision

To be a safe, happy and nurturing environment, inspiring our children to develop their skills, confidence and enjoyment of life and learning through our school's ethos and learning values.

Our Ethos

As a school we are 'Getting into **SHAPE** for the future' with our values of:

Safe, Healthy, Achieving, Partnership and Enjoying

Underpinning the work that we do, not just in terms of the children, but also as a staff and our school buildings and extensive grounds, making it a bright, welcoming and safe learning environment for all of us.

Our Learning Values

Thinking



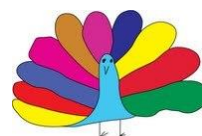
Collaboration



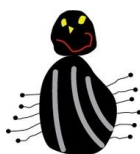
Imagination



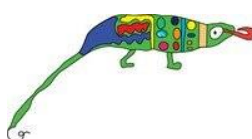
Wow



Perseverance



Independence



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Within the first few days, an email, Tapestry post or information sheet and pack will be sent home to explain the learning that needs to be completed at home. This will correspond to the learning that is, or would usually, be taking place in class. Alongside this, children will be expected to continue reading (either home reading books or on Bugs Club) and completing their Education City homework.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach the same curriculum remotely as we do in school.
- We will break the work down into small, manageable steps for children learning at home.
- We will give families flexibility about when they complete tasks in recognition of each family's unique circumstances.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2-3 hours a day – including daily phonics, maths and reading plus topic three times and handwriting twice a week.
Key Stage 1 (year 1 and 2)	3 hours a day – including phonics/Spag, maths, English/topic, daily reading and, for year 2, Purple Mash 2Dos.

Accessing remote education

How will my child access any online remote education you are providing?

- Tapestry– this is where we will set daily learning and upload videos. It is also where parents will upload the learning that their child has completed at home.
- Bugs Club – our online reading platform. All children have access to levelled reading books set by their teachers.
- Education City – all children have homework set for them by class teachers and can also ‘pick and play’ other activities on the site.
- Purple Mash – currently Year Two 2 are being set topic related tasks here that they can complete independently.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have spoken to parents to find out who does not have adequate technology to access learning at home. In some cases, this has been because of multiple children all needing access at the same time.
- We have been approached by a local company who have given us some new and some secondhand devices to loan to parents. These have been loaned out to families that identified themselves as needing them.
- Parents are regularly encouraged to let the Headteacher know if they need any extra devices.
- Families who need additional devices or improved internet connection should contact the Headteacher as soon as possible.
- The school continues to provide access to physical reading books as well as providing all printed resources necessary for children in year one and two to complete their work. Year R continue to structure their learning in such a way that few printed resources are required.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

All year groups

- Teachers will hold a live year group meeting once a week and post two pre-recorded videos to say hello to the children and motivate them to do their learning.

Year R

- Phonics and maths - pre-recorded videos are made by the class teachers and uploaded daily onto Tapestry.
- Topic learning is posted three times a week on Tapestry, with suggestions and links for further learning.
- Handwriting live is provided once a week.
- Optional fun activities that support the early year's curriculum will also be posted three times a week.

Year 1 and 2

- Phonics/SPAG, maths and topic – pre-recorded videos are made by the class teachers and uploaded to Tapestry, usually daily. Children then complete the learning using the sheets that have been provided then upload to Tapestry.
- All children will have a topic book for home learning just as they would do in school. New sheets to match the pre-recorded teaching videos are provided when required for parents to collect from school entrance.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect that all children will engage with learning at home and we will provide extensive support to ensure that they are able to do so.
- Children are expected to complete their daily phonics, maths and topic/English work. However, we realise that not all parents will be able to do this at the same time, so we offer pre-recorded rather than live sessions that people can access as a time that suits them.
- Our children are all young and need support and supervision to access the learning. However it is all broken down into short activities that should be manageable throughout the day.
- Children should also be heard to read daily. We would also really like you to post a video of your child reading and answering some questions about what they have read on Tapestry each week.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Children's engagement is checked daily through monitoring of Tapestry, Bugs Club and Education City.
- If we cannot see that work has been completed or if we believe that your child's work is of a significantly different quality to what we would expect from them in school, one of the teachers from your child's year group will telephone you.
- If your child continues to not complete their remote learning, the Headteacher will telephone you or even knock on your front door to discuss engagement through live sessions, a streamlined curriculum or some days to attend school.
- To encourage and motivate the children, we will be hosting live meetings once a week and posting pre-recorded motivational messages twice a week, as well as continuing to award Learning Value stickers, Cumberland Achievers' certificates and reading certificates.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers will respond daily to parent posts on Tapestry, offering each child a 'wow' from their learning and a second comment to aid progress: something to practice, addressing a misconception or an extension question.
- Teachers will listen to the videos of children reading at home to assess whether they are ready to move up to the next level.
- If teachers have noticed there are aspects to the remote learning that needs improving such as handwriting, they will include this in their Monday motivational live.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Where required, children with EHCPs will be supported with an individualised curriculum or differentiated tasks.
- As far as possible, they will continue to be supported by the adult who usually supports them in school. In some cases, this will happen in school and in others through live or pre-recorded teaching.
- Equipment to support learning will be sent home as necessary for any children who would benefit from it.
- Ideas and resources will be sent home to support children who find it difficult to access the videos, such as sets of flashcards or games for parents to play. Live online teaching may also be put in place for children who are really struggling to engage.
- Our children are all young and we recognise that their wellbeing is put at risk by prolonged periods away from school. Therefore we have worked hard to try to make our home learning flexible and thorough, but also fun and engaging. Children will be invited to zooms with their class teachers and friends, and stories, assemblies and fun videos will also be created for them to enjoy.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children who are self-isolating when all or the majority of their year group is in school will be set work within a few days of isolating by their class teacher who will provide the resources for the work to be completed. This will be through attachments via email or a physical pack which is delivered by the school. In most cases, this work will be returned to the teacher via Tapestry or returned on paper for marking. Feedback will be given once the teacher has seen the work.
- Children who are self-isolating should continue to access Bugs Club and Education City to support their learning at home.
- Someone from school will make a well-being email to any child who is self-isolating to see how they are and if any additional support or learning is needed.