



Newhampton Church of England Schools Federation

Remote Education Policy

Newtown Church of England Primary School

&

Welshampton Church of England Primary School

Agreed by the FGB Summer 2024

Review by Summer 2026



Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic

It sets out systems and technology that staff will use to keep the learning experience going for the children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unusual circumstances.

This policy seeks to pay regard to the DfE Guidance - Remote education good practice. See link below:

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Aims of this policy

- Set out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Aims to ensure consistency in the schools' approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire schools, cohorts or "bubble" groups to remain at home.
- Adapt our teaching and learning to meet the needs of our children and families during the Covid-19 Pandemic.

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.

In the first day or two of children within a bubble being sent home, we will provide them with workbooks and worksheets to complete independently in the first instance.

Following these initial days of remote education the children will be taught broadly the same curriculum as they would if they were in school wherever possible and appropriate. It is likely that there will be some adaptations in some subjects such as art, music and DT due to the type of resources needed for each child but we will seek increasingly creative ways to cover a broad and balanced curriculum.

Our teachers and staff will provide structured education and support to children and families in a manner that does not seek to overwhelm them but does enable the continuation and continuity of learning for cohorts and classes that follows our intended school curriculum.

Flexibility of learning and expectations

We realise that the circumstances that cause our schools to close will affect families in a number of ways. In our planning, response to closure and expectations we recognise the need for flexibility and a willingness to adapt and hone our approach whilst prioritising the well-being of our children:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise their requirements and studies
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not always function as they should.

An understanding and willingness to adapt to these difficulties on all sides is essential for our success together.

Remote teaching and study time each day: how long can I expect work set by the school to take my child each day?

Our remote education provided is intended to be equivalent in length to the core teaching time that children would receive in school and will include both recorded or live direct teaching time and time for pupils to complete and sometimes extend tasks and assignments independently.

Key Stage 1	Up to 3 hours a day averaged across the week with less for younger children such as those in Early Years.
Key Stage 2	Up to 4 hours a day averaged across the week.

Accessing remote education: how will my child access any online remote education you are providing?

We will use the **Class Pages on the schools' websites** to share resources, lesson activities, videos, demonstrations and learning links.

In addition, **Microsoft Office 365 TEAMS** will be used via teachers' emails to provide some live lessons and face to face "meetings" for children in their classes with their teachers.

Many of us will have used **Zoom** to keep in contact with our families and this has been cleared for use in Shropshire Local Authority Schools and we may use it for group/class assemblies and contacts.

Accessing remote education: our arrangements for remote education where digital or online access at home is difficult, not possible or not desired.

- We know that some pupils may not have suitable online access at home so we are taking a number of approaches to support the remote education of those children.
- We will provide all children with any printed materials needed. Teachers will contact parents via

email and telephone to gauge preferred method of access for learning at home. Learning Packs will be provided and arrangements made to collect and drop off work on a weekly basis at the front of school without need for face to face meetings. These packs can include full access to printed copy of all resources being used in lessons.

- Completed work can be photographed/scanned and emailed back to teachers for feedback and marking. Similarly work packs can be dropped back at school for marking when collecting the following week's work pack.
- Where possible we will lend laptops to families where pupils have no devices and issue devices to those eligible and in need once school receives the relevant laptops to be issued by the government. Laptop loans may have to be limited depending upon the number of key worker and vulnerable children still attending school during closure.

How will my child be taught remotely?

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

Our remote teaching approaches:

- class pages on the school websites will be used to share resources, lesson activities, demonstrations and learning links.
- online learning software used by the children in school also available at home (often used for homework) – school has subscriptions and children have their own logins to: TT Rockstars, Sumdog, Abacus, Education City. Links to these are on the websites' class pages.
- live teaching (online lessons) – through MS Office 365 Teams app & Zoom
- recorded teaching including Oak National Academy lessons, video/audio recordings made by teachers
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books issued for pupils to have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or individualised interest and research activities

Engagement and feedback:

- we expect all children to undertake remote education for the stated amount of time each day
- we expect parents to support their children, for example, by setting routines to support your child's education, assisting them in accessing tasks, providing a place to work comfortably and offering help, where needed, to complete tasks.
- we will check whether your children are engaging with their work through email, and regular feedback on work produced.

- if engagement is a concern, teachers will contact parents and carers by telephone.
- staff will regularly carry out well-being telephone calls to parents and their children in order to gauge learning needs and to provide pastoral support to our families.

Assessing children'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.

We will provide feedback to children through one to one and whole class communications via email, live teaching, marked work packs and through our website pages.

Children will receive feedback on their work in a combination of ways; sometimes instantly, daily and at least weekly.

Additional support for pupils with particular needs: how we will work with parents to help children who need 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 children.

We will provide additional telephone and MS Teams meeting support from the class teacher, SENCo and Teaching Assistant.

We will offer school attendance, or partial attendance, if parents have not already taken it up but will be mindful of families' needs and wants with regards to staying home and keeping safe.

We will adapt instructions and provide work appropriate to the stage of learning of the child.

Use of additional online educational games to support access and engagement with their learning.

Our online Learning Journey for Early Years Foundation Stage (Tapestry) will be used for regular interaction, motivation and feedback for younger children and their families.

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.

We will provide individual children with an age-related learning pack designed to cover a variety of curriculum areas that they will be missing. This pack can be emailed or collected from school as a paper copy and completed if your child is well enough. It can be returned to school as and when your child is out of their isolation period.

Please continue reading daily with your child or encourage them to read independently. They can also access their Times Table Rock Stars accounts.

This policy will be reviewed as required with regard to ongoing changes in DfE guidance, Government directives and as a response to our liaison and monitoring of our children and families' experiences of remote education during the COVID-19 pandemic and subsequent restrictions.