Carlton Academy Trust
Primary Remote Learning Policy

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

On the first day of home learning you will receive information by School Ping (text) or through a phone call, explaining what will be provided. We will contact you to explain how remote learning will look through using Microsoft Teams and Zoom. If you require any passwords to access online platforms or tools approved by school these can be sent to you via School Ping.

School may arrange collection or delivery of a digital device and additional resources along with the school's Acceptable Use Policy (AUP) where this is needed.

Students will have ~~to~~ access to a maths, English and <u>other</u> curriculum lesson from the first day of being sent home.

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 students broadly the following number of hours each day:

EYFS	Up to 2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

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?

Following the first few days of remote education, staff will continue to ensure that as many students as possible are accessing remote learning ~~through Microsoft Teams~~. We teach the same curriculum remotely as we do in school, ~~(~~wherever possible and appropriate~~)~~. Staff will work closely to adapt their planning and teaching resources to ensure that students can continue to have a broad and balanced curriculum ~~remotely~~.

However, we have needed to make the following adaptations:

For art, design technology, music and science, we have made adaptations to practical learning activities to ensure students can complete tasks using resources which can be found in most homes.

With~~For~~ PE, we will direct you to physical PE activities to support your child. This may include pre-recorded videos or help guides.

Accessing remote education

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

Each~~We use Microsoft Teams to support online learning. Your~~ child has their own Microsoft Teams account with each being~~and your child has been~~ shown in class how to access their learning through Teams. They may still require support with this, so s~~. S~~chool has sent a Teams Guide and film to all parents for reference which can be translated into any language.

For pre-recorded work, we use Microsoft Sway, especially in EYFS. You will receive links to this in the information from school. We will also direct your child~~/ren~~ to supplementary websites to support their learning.

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

School will contact ~~have acted quickly and decisively to ensure that~~ parents and carers ~~are contacted~~ on the first day to investigate whether individual students require resources such as digital devices, mobile data increases or remote learning paper packs. Class teachers will also undertake weekly telephone calls with parents and carers to assess whether any further resources are needed. An immediate assessment of need will be recorded on remote learning class trackers to be evaluated and actioned by senior leaders~~by SLT and actioned~~.

- **How you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information?**

In the event that individual students require digital devices for home learning then school will contact parents/ ~~or~~ carers to issue a device. Digital devices will be loaned to families on the basis of~~that~~ a signed~~n~~ Acceptable User Policy (AUP). ~~is signed and kept by school.~~

We continue to monitor the requirements for digital devices on an ongoing basis and act appropriately.

- **How you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information?**

Parents have been contacted to see whether they require additional mobile data in accordance with the associated DfE scheme, and subsequent requests shared with the DfE accordingly.

School will continue to promote this scheme on an ongoing basis ~~until it ends~~.

- **How pupils can access any printed materials needed if they do not have online access?**

In the event that pupils cannot access remote learning for any reason, and school have undertaken all reasonable options, parents/carers can request a paper remote learning pack which will be collected at school on a weekly basis.

If a family are self-isolating or shielding and cannot leave the ~~family~~ home, then school staff will either post paper packs out to parents/carers or drop work off at homes following the school's COVID-19 risk assessment and government social distancing guidelines.

- **How pupils can submit work to their teachers if they do not have online access?**

~~Paper packs do not need to be returned into school in order to allow students to reflect on their work.~~ Teachers will be checking understanding and progress of students and tackling any misconceptions within their learning through regular~~undertaking a~~ telephone conversations with each child who accesses remote learning paper packs. Support will be provided within this telephone conversation. Teachers will then ensure that future remote learning ~~paper~~ packs contain work ~~specifically~~ set according to the specific learning needs

How will my child be taught remotely?

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

- Microsoft Teams will be used as the primary form of communication between teacher and pupils. This is where teachers will post differentiated assignments and work that the students are to complete and return~~hand in~~. This may be through recording on paper and a photograph taken and attached by the students, or an online document that has been provided to the students.

- Teachers may take part in live teaching sessions through the use of Zoom in order to help communicate learning.

- Teachers will be accessible for direct communication via Teams throughout their usual working hours.

- We will ensure that work is presented in a variety of forms:~~,~~ live demonstration/lessons, drawings, film, audiobooks, cue cards, songs, rhymes etc…in order~~ to endeavour~~ to consistently engage students ~~consistently~~ throughout the day.~~y through the tailored~~

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?

Staff~~ can~~ expect pupils learning remotely to:

- Log on to their Teams account at the beginning of the student's normal school day. This will ensure students are informed of their remote learning for that day and can plan their day appropriately.

- Complete daily English, maths and curriculum work to the deadline set by teachers.

- Seek help if they need it, from teachers or support staff through Teams.

- Alert teachers if they are not able to complete work.

- Adhere to the school's behaviour policy and follow classroom expectations at all times. Failure to comply will result in the class teacher following the school's behaviour flow chart.

Staff can expect parents/carers with students learning remotely to:

- Support their child/ren with daily remote learning tasks.

- Monitor their child's use of ICT equipment, internet and teams.

- Request a paper remote learning pack in the event that the child/ren do not have access to digital devices or internet at home.

- Make the school aware if their child is sick or otherwise cannot complete work.

- Seek help from the school if they need it.

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

- It is an expectation that ~~the~~ class teacher**s** will complete the class tracking document, **which helps monitor the engagement of students**~~saved within Teams remote learning trackers. This is only available to staff and not students~~.

- If students are not accessing the remote learning option, teachers **will**~~are to~~ contact ~~the~~ parents ~~via school telephone~~ and establish what the barriers are**, and help find solutions to these which may include the use of** ~~and produce~~ paper remote learning packs**.** ~~for the students who require them, where necessary~~.

- Class teachers **will**~~are expected to~~ undertake weekly telephone calls to all parents and

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 students. 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:

- It is an expectation that work ~~from pupils~~ is marked according to the school's marking policy. The feedback should mostly be provided on Teams through the feedback area on the student's assignments, and returned to them.

- Pupils will see their feedback and can respond accordingly.

- Teachers **will**~~must~~ ensure that 6 pieces of work (one group of students) are quality marked in each subject, each day. The definition of a 'quality mark' for the purposes of online learning, would be that where students can respond to feedback through next steps, extension or challenge tasks or further intervention.

Additional support for students 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 students, for example some students 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 students in the following ways:

Pupils with special educational needs and disabilities (SEND) will have a purposeful curriculum differentiated according ~~tailored~~ to their own needs. Class teachers will ensure that work set meets the focus of a student's EHCP. We understand that not all students can access remote learning and some students may require assistance from adults within their household. The SENDCo will speak to parents and carers on a weekly basis to ensure that the student's needs are continuing to be met. A variety of specific physical and~~,~~ practical resources will be given to reinforce ~~tailored~~ learning and teaching at home.

Remote education for self-isolating students

Where individual students 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 students 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?

In the event that a child is self-isolating, the school wil~~ould~~ make contact with parents/carers to establish their needs in order to effectively support remote learning. ~~see if there is anything tha~~Self-isolating ~~t school could do to support remote learning, such as providing a digital device; if they do not have one and if school has sufficient resources available.~~ sStudents will~~self-isolating would~~ have the opportunity to take part in classroom blended learning and teaching through joining live remote lessons through Zoom and Microsoft Teams. Remote feedback is provided to any self-isolating child through the teacher or learning support assistant based in the classroom.

Where an individual who is self-isolating cannot take part in a lesson due to a lack of resources such as: art, DT, music and science; alternative methods wil~~ould~~ be provided to ensure that the student's learning and progress continues to take place.

In the unfortunate event that a student is unwell then there would be no expectation for any work to be completed. Careful tracking will ensure that any missed learning intentions are revisited to ~~endeavor~~ eradicate any gaps in learning.