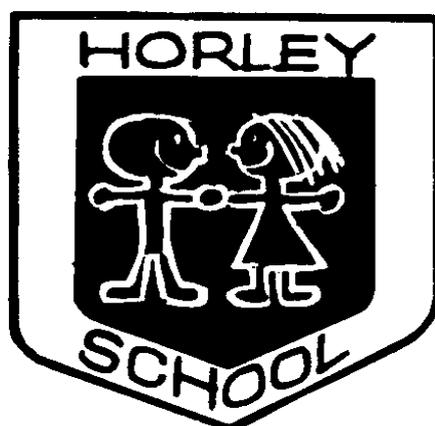


HORLEY INFANT SCHOOL



REMOTE LEARNING POLICY

Initially Approved On:

Autumn 2020

Reviewed On:

Spring 2021

Staff Link:

Jason Walters

Next Review Date:

Autumn 2021

| Policy Status | | | | | |
|---------------|-----------------------------------|---------------|------------------|---------------------|---------------------|
| Statutory | Non-Statutory (Work Programme) | Non-Statutory | Annual Review | Bi-annual Review | Triennial Review |
| ✓ | | | ✓ | | |

FGB Review (statutory/work programme policies only):

Achievement &
Standards

Link Governor (statutory/work programme policies only):

Chair of Governors



Horley Infant School

Remote Learning Policy

Remote education provision: information for parents

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

The remote curriculum: what is taught to children at home

A pupil's early experience 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 on the first day or two of children being sent home?

For the first day or two of a bubble or school closure, children will be given a pack of activities covering a range of subjects from reading, writing, phonics, spelling to maths. There will also be a sheet of websites of games to support year specific learning e.g. phonics / KS1 Assessment style activities

This pack will be available as a hard copy which, where possible, will be given to your child. It will also be available on the year group page on our school website.

An explanation of where to find and how to complete these activities will form the cover of this pack.

We will inform you via Studybugs when the remote learning activities matching the in-school curriculum are ready for your child.

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?

Wherever possible, children in school will be taught the same content of the planned school curriculum regardless of whether they are in school or learning remotely at home.

The remote learning offer will focus strongly on the core aspects of learning (Reading, Writing & Mathematics) but there will be a broad and balanced curriculum offer, too.

For children accessing critical worker provision or vulnerable child provision, the provision in school will replicate the lessons/activities created for remote learning. These will be timetabled on the overview which can be found on the front of the home learning packs; this means that those attending school part-time will not have any unnecessary breaks to their flow of learning.

Feedback from parents has indicated positives (+) and negatives (-) of home learning set in Summer 2020:

- + Videos of the teachers
- + Printed packs
- + Regular messages to the children
- Lack of physical reading books
- Practical tasks which require lots of resources / D&T projects

We have therefore adapted our home learning offer for this current national lockdown to reflect this feedback.

Remote teaching and study time each day

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

In line with the Government [guidance](#), Horley Infant School provides the equivalent of 3 hours minimum remote learning per day (this includes any visual input as well as task completion time).

For those wishing to extend their remote learning day, wider resources and activities will be offered in the form of a learning menu and if there are large numbers of parents requesting additional materials, we will review our home learning timetable and offer.

Accessing remote education

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

Our remote education will be provided in multiple ways. We will utilise our school website as much as possible with content appearing on our year group pages as well as subject specific pages. We also have a YouTube channel where stories and exercise videos can be found. Our printed packs will continue to be made available every Monday at 9:00am as well as physical packs of reading books linked to coloured reading bands which can be picked up alongside the home learning packs.

In order to access the online learning, year groups should access the following online services:

Reception: [Tapestry](#)

Year 1: [Seesaw](#)

Year 2: [Tapestry](#)

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

We have engaged with a local charity called "Level Up" to offer devices to families who do not have access to devices. As we are not eligible for the government funding, we have ensured that all parents have access to a mobile device so they can view the recorded inputs and then provided printed packs for every child so all children are able to engage in remote learning.

The school does not have capacity to lend laptops to children due to the number of available devices in school but may be able to do so in small/limited numbers in exceptional circumstances; this would be subject to a user agreement.

For parents who are struggling with access to devices, access to the internet or limited data, there is more information and help available [here](#).

How will my child be taught remotely?

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

Due to the age of our children, their concentration levels and potential safeguarding issues, we will not be engaging in whole class live teaching and this is supported by the Ofsted [guidance](#) around what is working well with remote education.

The children will have access to direct instruction from the teacher either in the form of a short video, an audio clip, a link to an external video or a PowerPoint etc. We are planning learning and activities under the premise of teachers within school taking the role of the teacher and parents at home taking on the role of a Teaching Assistant. We strongly encourage children to be as independent as possible when completing their tasks but appreciate that due to the age of our children, this is a challenge.

There will be a weekly assembly linked to the school's values and also a "Weekly Smile" session where children can meet virtually after school for 15 minutes once a week on [Microsoft Teams](#) as an optional weekly social event.

As well as the core school internal offer, parents have been directed to other external sources such as:

- [Purple Mash](#)
- [White Rose Maths](#)
- [Bug Club](#) (online eBook scheme) with the school code 'ndfk'
- Other recommended websites such as Phonics Play & Oak National Academy which can be found on the weekly overview

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.

Teachers and some TAs will review the work completed and returned to school via Tapestry & Seesaw. We encourage families to photograph adult-initiated work that has been completed in the physical home learning packs or child-initiated learning and upload this to Tapestry / Seesaw. Feedback may include, but is not limited to:

- Written feedback to the child or to the parent via the year group email, Studybugs or remote learning platform (e.g. Seesaw / Tapestry)
- Simple acknowledgement through a "like" etc.
- Verbal feedback through voice notes

For some children whose Bug Club shows high level of engagement and progress, a remote PM Benchmark may take place to see if they are ready to progress to the next reading band. We intend to feedback on the majority of the children's work but the quantity and quality will depend on the response rates of families and the teachers' workload within school to provide Critical Worker & Vulnerable Child provision.

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?

As a school, we support the analogy "everyone is in the same storm but they are not in the same boat". We strongly encourage all families to engage with remote learning but we do not expect families to do this at a detriment to their basic human needs. We appreciate that some families have huge external pressures including mental and physical ill health, financial constraints and employment responsibilities. We will always actively seek to work with families to remove as many barriers as possible so that they can successfully engage in home learning but fundamentally believe that, during this global pandemic, health and happiness have to be the primary priority for families.

We aim for all families to actively engage with the home learning because the learning when children return after the partial closure will build on this. The greater the effort now, the fewer challenges your child will be faced upon their return. A member of school staff will contact you or your child at least once a week. Once Tapestry & Seesaw are embedded, we will review the quantity and quality of the work being handed in digitally alongside other forms of engagement e.g. attendance at the Weekly Smile and MS Teams interventions [if applicable].

We will use the flow chart on the following page to help us determine which type of intervention is best regarding how families could be supported. It is important that nobody will be in "trouble" for not engaging but if there are ways we can help support engagement, we will.

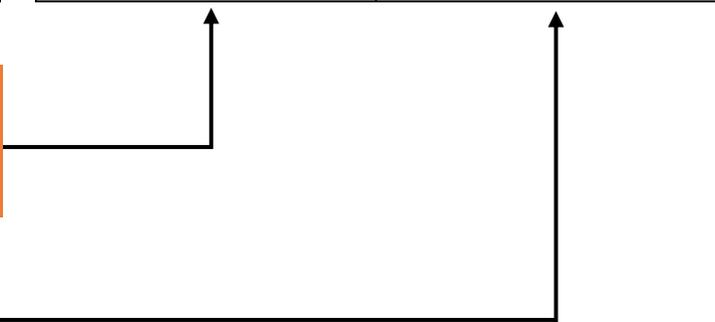
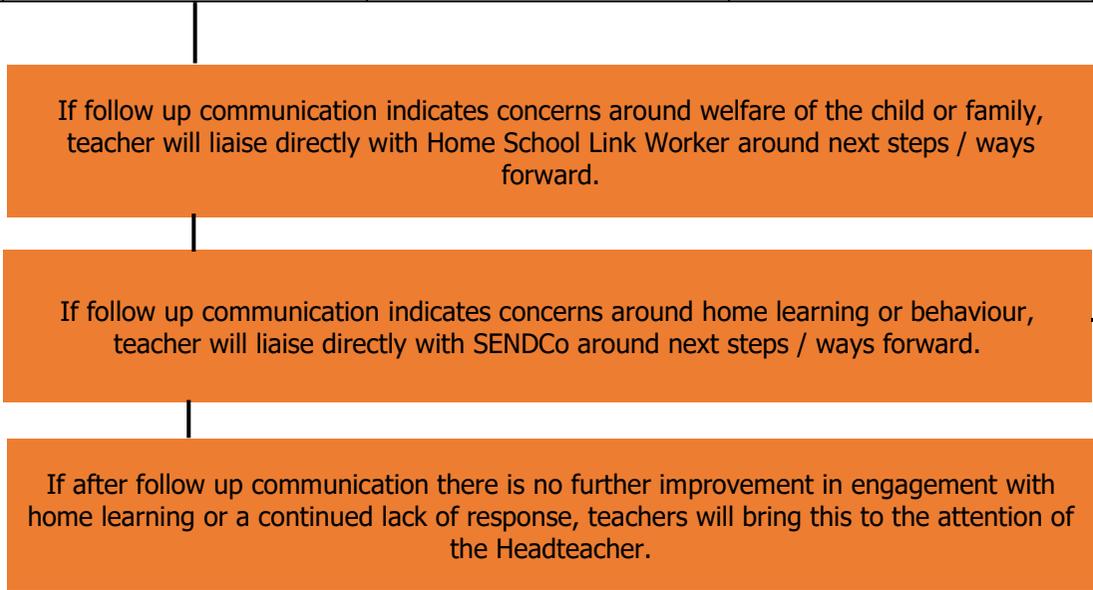
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Once Tapestry and Seesaw are embedded, we will review the engagement as well as the quality and quantity of uploaded work. Outgoing communication will take place via Tapestry or Seesaw as well as the year group email address and Studybugs. All internal communication should come through Tapestry/Seesaw and the year group email address and **not** Studybugs.

As always, we view "Parents as Partners" and will work with you to combat any issues you may be experiencing.

Home Engagement Flow Chart

| Level 4 | Level 3 | Level 2 | Level 1 | Vulnerable (DSL – Mrs. Taylor) | Vulnerable (SEND – Mrs. Povey-C) |
|---|--|--|--|--|--|
| Safeguarding concern either through still not being able to get hold of families or you believe the child may be at risk. | Worrying response to online learning / messages being received or not engaging at all through school offer | Occasionally accessing online learning and responding to some messages. No other/previous causes for concern whilst in school / parent has raised concerns around child's levels of anxiety. | Regularly accessing remote learning / emails / Purple Mash / Studybugs messages / Microsoft Teams sessions. No other/previous causes for concern whilst in school. | Engagement with teachers / families falling within Level 3 and 4 and other families with a pre-existing close working relationship | EHCP families and SEND Specialist Support families |
| Speak to DSL immediately | Class teacher to call ① to 'check in' and log on spreadsheet. | Keep a close eye and send a more personalised Studybugs message during weekly messaging encouraging/ signposting activities | No action required | Periodic "keeping in touch" communication with targeted families | Periodic "keeping in touch" communication with targeted families with statutory and non-statutory SEND support |



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

A member of the school staff and our SENDCo Mrs Debra Povey-Chatterton will contact you regularly if your child has particular challenges in relation to the four areas of SEND:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory / Physical

For children with an EHCP, we strongly encourage parents to take up a place for your child as a vulnerable child within school. For those on SEND Support Arrangements or requiring some additional support, there may be opportunities for 1:1 or small group interventions to take place virtually via Microsoft Teams.

Remote education for self-isolating children

Where individual children 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 children 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?

If your child is absent as they are self-isolating but their bubble is still open, they will receive activities that are being completed in school as well as other activities to support their learning. We will be mindful that your child may either be asymptomatic or unwell whilst self-isolating so will take your lead as to what they are capable of completing during this period of self-isolation. We always encourage parents to get in touch with us via our school email addresses:

General Enquiries

info@horley.surrey.sch.uk

Teaching, Learning & Pupil Enquiries

reception@horley.surrey.sch.uk

year1@horley.surrey.sch.uk

year2@horley.surrey.sch.uk