

St. Bede's Catholic Infant School

'Learn to love, love to learn'



Remote Education Policy

Agree by staff: Summer 2021

Approved by Governors: Summer 2021

Review Date: Summer 2022

Signed by Chair of Governors: S. Howard

Date: 15.6.21

Cross reference to following policies: e-safety, Internet & Acceptable Use, Safeguarding and Data Protection.

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Introduction

Since March 2020 our school, parents and children have responded very flexibly to the challenges faced during the Covid-19 pandemic. This policy outlines the ways that we will ensure that our children continue to receive the high-quality education they deserve, should there be a small number of pupils, class or year group who need to self-isolate or there is a local or national lockdown requiring pupils to stay at home.

What we have already done

As a school, we have in line with DfE guidance:

1. Continued to support our children's learning through daily contact (where necessary)
2. Provided planned activities and resources via hard copies and the school website
3. Reached out on social media (Twitter @stbedesinfants) to share and celebrate some wonderful examples of home learning and to maintain the 'togetherness' of our school community
4. Provided bespoke resources to SEND children and had regular, supportive phone calls with their families
5. Recognised the outstanding effort made by our families in supporting their children through such a difficult time

What we will do

We realise that children and families may be affected in a number of ways should they need to self-isolate or if there is a whole school closure. This could include for example lack of access to technology or parents having to work at home whilst trying to support their child's learning. We know from our very close communication with our families during the initial lockdown period (March 2020) that they have appreciated the level of support and contact that our staff has been able to provide and this will continue and be adapted as appropriate.

As detailed above, school has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;
- access to high quality remote education resources;
- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access;
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely the DfE expects schools again taking into account pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

A Remote Education Lead post has been created with effect from July 2020. Miss Parle will be this Lead.

As the nature and length of any further absence from school is difficult to predict, we have initially set out our support in three planned phases:

Tier 1 – Individual child

Should an individual child need to isolate, for up to 14 days (ie, due to a member of their household testing positive for Covid-19), we will provide the following:

1. 1:1 email support
2. Signposting to Maths and Phonics (& Grammar KS1) books already distributed
3. Signposting to parent-friendly planning on school website
4. Online tasks set on Purple Mash (2Do)
5. Telephone support as necessary

Tier 2 – Bubble Closure

In the event of a bubble closure, for up to 14 days (due to a child or teacher testing positive for Covid-19), we will provide the following

1. 1:1 email support from 8:55am to 3pm, every school day
2. Detailed daily planning for each subject, closely aligned to the school curriculum, incorporating web links and online lessons (Oak National Academy) – see sample below
3. Online tasks set on Purple Mash (2Do)
4. Weekly Zoom 'social' (10 minutes), whole class (story, chat, song)
5. Clearly defined timetable for the day (see below), including links
6. Telephone support as necessary

Tier 3 – School Closure

As above, plus a selection of pre-recorded lessons, eg, Religious Education, handwriting, phonics.

SEND – The class teacher and Mrs Bird will provide 1:1 contact and bespoke resources to support learning for our SEND children (in any of the above Tiers)

We will also be able to provide a selection of devices to support those families without access to technology at home. These families will be identified in advance to ensure no gap in learning.

Safeguarding information and expectations – Zoom



18th January 2021

As we are offering live Zoom sessions for children at home, we want to outline some ground rules for online learning. This information is to be considered alongside our Safeguarding and Data Protections Policies and legislation.

Staff

- Staff will schedule each Zoom meeting using the school Zoom for Education account.
- Details will be shared with parents via email only.
- Participants will enter a 'Waiting Room' and be admitted by the teacher.
- The teacher will mute or remove any participant who behaves inappropriately.
- Each Zoom session will be recorded by the teacher and kept securely for review, should a Safeguarding issue arise.
- The teacher will raise any Safeguarding concerns with the Designated Safeguarding Lead. The session should be stopped if there are immediate concerns.

Parents

- Participation in the Zoom sessions is optional.
- The meeting link and passwords are confidential and should not be shared.
- A parent or carer must be in the vicinity during the session.
- The session should not take place in the child's bedroom.
- Parents should contact the teacher after the session if there are any questions or concerns.

- Parents should discuss school expectations (see below) with their child.

Children

- Children should be dressed appropriately.
- Children are expected to behave appropriately at all times, just as they would at school (using polite language).
- Children should be aware that their voices will sometimes be muted and at other times they will be invited to speak.

Any Safeguarding concerns should be raised with our Designated Safeguarding Lead (DSL), Miss Scragg, via email at safeguarding@stbedesinfants.co.uk

Click [here](#) for further online safety information.

Sample EYFS Planning Document

Time allocation	Subject	Reception Classes suggested activities and links	Monday 8th February 2021
Approximately 30 minutes	Purple Mash 2Do	Chapter 1 - 'Ned and the Three Bears' - Read and discuss. Chapter 1 Quiz - Think carefully before you answer. '3 bears Hose ' jigsaw puzzle - good luck!	
Approximately 30 minutes	English	Reading: Read your reading book or a free e-book on Oxford Owl . If you're unsure of how to navigate the website, have a look at the step-by-step for Oxford Owl . Phonics: Go through your child's phonics cards and tricky words. You can also access new sets from the school website under Phonics and Guidance . Comprehension: (See 2Do's) Read chapter 1—'Ned and the Three Bears' If you read this to your child you can then discuss it and answer the questions on the Chapter 1 quiz.	
Approximately 40 minutes	Mathematics	STARTER: Join in singing 'I can Sing a Rainbow' - https://www.youtube.com/watch?v=4q0NbaukkQc Can you count the colours in the song? MAIN ACTIVITY: Number 7 - count to 7 , count backwards from 7. Practice forming numbers 1-7 correctly http://www.stbedesinfants.co.uk/uploads/311/grade/912947_grade_file.pdf	
Approximately 10 minutes	Story time with Mrs Bird	<i>How to Babysit a Grandad</i> by Jean Reagan https://youtu.be/r1DiDrfk90Y Story activities: Video call or phone a family member and ask them about their favourite activities and snacks -Write a letter to a family member -Write your own instruction manual for a family member!	
Approximately 45 minutes	Expressive Art and Design Understanding the World	After watching the Oak National Academy lesson , support your child to draw or build their own home. You can use bricks and blocks or other materials you may find around your house and garden such as boxes, containers, twigs and leaves You can be imaginative with this, there is no expectation for your model to look exactly like the house you live in.	
Approximately 15 minutes	Personal, Social and Emotional Development	Watch the Oak National Academy lesson To name important places in my community . You will need: Paper, pencils and items to build. Encourage your child to think about the important places they see when they leave their house.	
Approximately 20 minutes	RE: Gathering - Reveal	Look at the picture on page 3 of this document on our website http://www.stbedesinfants.co.uk/serve_file/936494 Talk about the picture, asking the questions provided.	

Sample KS1 Planning Document



Year 2 Home Learning Timetable

Time	Subject	Content	10/2/21
9.00-9.30	Computing	Login to Purple Mash to see today's 2Do: https://www.purplemash.com/#app/pap/historypaint/dragon Don't forget to log into Purple Mash by 9.30	
9.30-9.50	English- Reading	Reading Read a little of your reading book each day or read an eBook on https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ What you will need: A device to access Oxford Reading Owl. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ For instructions, click here .	
9.50-10.30	English—reasoning	Main Activity—Lesson 3 listen to Miss Webber's instructions https://youtu.be/RE84m0GhV-8 Can you answer these key questions to develop an understanding of the correct thing to do?	
10:30—10:45	Break		
10.45-11.00	Mental Maths	Mental Maths: Use the website www.topmarks.co.uk to access a range of different mental maths games.	
11.00-12.00	Maths	Main Activity- Oak Academy Lesson—Shape and Patterns—Lesson 9—Position, Direction & Movement Lessons 9: - To use the language of position, direction and movement (Part 2) https://classroom.thenationalacademy/lessons/to-use-the-language-of-position-direction-and-movement-part-2-75j3ec	
12.00-1.00	Lunch		
1.00-1.30	PE	Can you follow along with our Spiderman workout? Remember you have to give it your all to make sure we defeat all of the bad guys! https://www.youtube.com/watch?v=158Wn39QYY0&list=PLvuT1Bis2VSE0Ygahi8VAK8wvYFnLJDg&index=23	
1.30-2.00	PSHCE	Follow along with our Super movers video and then create a poster showing all the different ways we can look after the world we live in. https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-taking-care-of-the-world/zvxc3i6	
2.00-2.15	Live story time with Mrs Bird	Live at 2pm—Mrs Bird reads 'Kitchen Disco' by Clare Foges Join Zoom meeting: https://zoom.us/j/91669620310?pwd=YYd4STc4WVp2Q1R3b0hneFonRnJ6Zz09 Meeting ID: 916 6962 0310 Passcode: p6s48y	
2.15-2.30	Break		
2.30-2.45	Religious Education / Collective Worship	Prayer Time/Collective Worship: Make a list of ways you can be thoughtful and kind to others during lockdown. Talk about how you could show your thanks to them.	
2.45-3.00	Story with Mrs Bird	Watch here: https://youtu.be/DI47XsGlqls 'There's a Witch in Your Book' by Tom Fletcher read Mrs Bird	

We would love to hear about how your child is getting on at home. You can also share photos and videos via our school Twitter page @stbedesinfants

Remote Education Action Plan – Appendix September 2021

This Appendix is to support Remote Education provision from September 2021 in light of changes to Covid isolation protocols for schools.

There are a number of scenarios that could occur from Sep 2021 which affect our response to Remote Education provision. Our priority is to keep children learning during any periods of absence from school, with activities and tasks closely linked to school objectives and plans.

Scenario 1 - If a child is absent due to being Covid positive and remains in good health, we will implement Tier 1 of the Home Learning Plan (see above). Miss Parle (Remote Education Lead) will discuss activities with class teacher and set tasks, as appropriate, within this Tier.

Scenario 2 – If a child is absent due to being Covid positive and is unwell, there will be no school action for Remote Education.

Scenario 3 - If a child is absent (despite offering support to attend) due to parent(s)/carer being Covid positive and the parent/carers remains in good health, we will implement Tier 1 of the Home Learning plan.

Scenario 4 - If a child is absent due to parent(s)/carer being Covid positive and unwell, we will contact the parent(s)/carer in order to provide an appropriate level of support.

As always, effective communication and support for our families continues to underpin our approach to Remote Education.