



**Love ~ Respect ~ Shine**

# Remote Learning Policy

## 2023

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	P Glynn J Kemal	FGB	September 2021	September 2023	Updates made after Covid 19 restrictions lifted
V1	P.Glynn	FGB	November 2023	November 2025	Page 1. Changes to when the Remote Learning will begin

# **Remote Learning Policy**

In order to ensure that learning is continued, irrespective of lockdown, self-isolation or school closure, Cheadle Catholic Infant School has developed the following plan. This plan offers online learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

**It may be necessary to temporarily close the school for a variety of reasons including:**

- **Severe weather including snow, flooding or storms**
- **Mass medical emergencies to children or staff**
- **A major incident in the locality of the school where emergency services or the local authority have advised the school to be closed.**
- **Problems with the school site, for example loss of power supply, heating failures, hygiene problems due to lack of hot water, or fire damage**
- **Longer term disruption to transport, for example through petrol or diesel shortages**

**The guidance in this policy will begin on the third day of a school or class closure. If an individual child is asked to isolate or work from home, remote learning will also begin on the third day.**

## **Software and online platforms**

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources relevant to their age-range. .

We have put together a remote learning package on the occasion of individual children or groups of children needing to isolate. There will be a slightly different approach depending on circumstances for each child.

If remote learning is needed, Cheadle Catholic Infants School will liaise with parents and children using the **Seesaw App**.

## **What is Seesaw?**

Seesaw is an app that allows teachers to assign learning activities to children. It also allows children the opportunity to share their learning with their teacher for feedback and acknowledgement.

## **How will learning activities be shared?**

- Teachers will share a programme of work through the Seesaw app.
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## **How will children share their completed work?**

- Children will be instructed to share completed tasks via photo, video, uploading documents etc. (instructions will be included in the app)

### Will children need a laptop?

- Seesaw can be downloaded onto a device such as a phone or tablet or alternatively parents can login online on a laptop or computer for example. Where possible, teachers will assign tasks that don't require the child to use a device apart from uploading it.

### Will children receive feedback from their teacher?

- Teachers will provide acknowledgement of completed learning tasks or feedback during the week. Where tasks are uploaded on a Friday, feedback may not be provided until the following week.

### Aims and design considerations

- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimize lost learning** as much as possible.
- To provide a '**learning at home**' **timetable** which balances an expectation of 2-3 hours (KS1) and 1-2 hours (EYFS) with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them.
- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the use of Seesaw.
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place **daily** using high quality remote education resources.
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **provide printed resources**, such as workbooks, for pupils who do not have suitable online access

### Teaching and Organisation

Teacher's will:

#### Set work – general guidance

- Set work in order that **pupils have meaningful and ambitious work each day** in Reading (including phonics) Writing, Maths and Science/ History/ Geography/ Art/ PSHE and PE

- Encourage their class through daily messages about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go' with tricky learning will also be emphasised and encouraged.
- Continue to teach a planned and well-sequenced curriculum so that knowledge and skills are progressive, with a good level of clarity about what is intended to be taught and practised in each subject.

#### **Set work – specific guidance**

- **On the day before a remote education plan comes into operation**, parents will receive a letter informing them of the closure of school to their child.
- A proposed 'learning at home' timetable will be sent to parents via Seesaw.
- An overview of daily tasks will be posted by 9.15am each morning.
- Reading every day for 15-20 minutes will be part of all pupils remote learning programme.
- For those pupils with identified SEND, adapted activities will be set through the above class process: for individual pupils with an EHCP and who need more personalised learning tasks, these will be provided for by class teachers.

#### **Providing feedback on work**

- Teachers will continue to offer a high level of support and feedback. Whilst not being expected to feedback on every piece of work submitted by the child, teachers will assign certain tasks to receiving more feedback than others.
- Use of digital sites. Teachers will continue to use these to support practise and consolidation of core skills.
- There will be a balance of parent supported activities and independent activities

#### **Sharing, celebrating and supporting well-being.**

Work amongst the pupils on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual pupils, share work and maintain the strongest sense of 'belonging' and class identity daily.

### **Scenarios**

#### **Scenario 1: Individual children across school need to self-isolate**

If an individual child is self-isolating the class teacher will email work home to complete. Obviously, this would only be when a child is well enough to do so. Teachers will make contact through Seesaw and work can be emailed to teachers for feedback. They will offer as much support to these children as possible during the self-isolation period but won't be available throughout the school day. If another member of staff is available to answer questions, they will do, but this may not always be possible.

#### **Scenario 2: A whole class need to self-isolate.**

If a whole class is self-isolating, then the class teacher will use Seesaw to provide a learning plan. This will include a range independent work including White Rose Maths sessions. The class teacher will also be available throughout school hours to answer questions from the children to aid their learning via SeeSaw.

If the class teacher is off sick during this time, other teachers/ TAs from the same year group will ensure that home learning is not compromised.

### **Scenario 3: Whole school need to isolate**

Same as Scenario 2

#### **SEND Remote Learning Provision**

At Cheadle Catholic School, through our remote learning, we will continue to provide a broad and balanced curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities.

Teachers may take the following approach to remote learning:

- Adapt learning by providing different tasks for certain children who have are supported through the SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.
- Suggest practical games which could either be online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.
- Provide sensory activities or visuals to support learning.

Therapists or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

Class teachers will liaise with families of EHCP children regularly to ensure that they are able to access the required resources for their child.