

Specific Aims

To outline Christ Church CE Primary School's approach for pupils if they are not able to attend school for a number of reasons but are able to complete school work or school closure.

What Remote Learning Will Look Like In Practice

- If a child is well, there is an expectation that some schoolwork will be completed by them each day.
- The DFE Guidance is in Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day of remote learning
- Teachers will plan learning that is relevant to the curriculum focus for that year group and endeavour to replicate this as far as possible through links to on-line lessons, video clips and tasks for home learners
- Paper packs of work to support learning will be prepared and distributed to the children identified as requiring this support due to being unable to access online learning. Teachers will prepare and if needs be, email the work to school where it will be printed and distributed. A list of children requiring this support will be held by the class teacher and also by the school office.
- Work will be set each day by the class teacher on Seesaw and also on the class page of the school website.
- Work set will include:
 - Daily Maths and English (including phonics and reading) work.
 - SPAG
 - Ideally, weekly lessons in Topic, Science, RE, PE, Music and PSHE.
 - Class teachers should aim to hold a daily live lesson via Teams to offer pastoral care and to address misconceptions and/or difficulties experienced with the remote learning. When more than one class is working from home, teaching staff should liaise to avoid time clashes.
- Live lessons should:
 - Refer to and build upon prior learning.
 - Include direct instruction and modelling by the teacher.
 - Include guided practice.
 - Include the opportunity for independent practice.
- Work completed by children should be returned for marking via Seesaw. Each post should receive age appropriate feedback to encourage continued engagement with remote learning and also to guide learning.
- There is an expectation that TAs will support the class teacher by responding to the children's posts on Seesaw.
- The class teacher and TA should monitor children's engagement with Team lessons and also with Seesaw and the class teacher will make contact with families who are not engaging with remote learning by telephone. To protect teachers, they should be made aware of how to shield caller ID from parents.
- The class teacher will aim to respond promptly via Seesaw, by email sent via the school office or by telephone if parents have any queries or need any clarification regarding the work set or access to it.

Cover Arrangements In The Event Of The Class Teacher being Unable to Set Work

- If the class teacher is ill and is unable to set and respond to work or to host live lessons via Teams, then their 'Team Teacher' will assist by setting work. Being mindful of the Team Teacher's workload, work set will mainly be lessons on the Oak Academy website <https://www.thenational.academy/>

- The Teams are:
 - EYFS
 - KSI
 - Lower KS2
 - Upper KS2

Engagement In The Wider Life Of The School During Remote Learning

- To ensure that the children working at home continue to feel part of the school community, they should be invited to join the whole school worship on Mondays, Wednesdays and on occasion Fridays.
- All pupils will have access to worship provided by our vicar, Steph Mawhinney
- If the school is participating in any events, for example Wear Red For Racism or Children In Need, the children working at home should also be invited to participate, if they want to.
- Examples of home learning received in school will be celebrated with postcards home and via Facebook.

Action To Be Taken Upon Return To School

- Children should be made to feel welcome and be praised for their efforts with remote learning.
- Children who found it difficult to access home learning for whatever reason should be reassured and arrangements made for them to catch up.
- A questionnaire prepared by SLT should be sent home to parents and their responses reviewed with a view to fine tuning the remote learning policy.

Expectations Of The Family During Remote Learning

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Christ Church CE Primary School would recommend that each 'school day' maintains structure, if possible.
- Families should view the work set together and then make appropriate plans to complete the work.
- Work that children complete at home can be easily shared with the class teacher via the Seesaw app. The teacher will comment on the effort and progress each child has made.
- We encourage parents to support their children's learning, including finding an appropriate place to work and encouraging them to work with good levels of concentration.
- Should accessing learning be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

The policy is not fixed and will be adapted as needed to suit the age of the children and particular needs of year groups and individuals.

Date of the reviewed and updated policy: February 2025

Mrs S Howard

Appendix:

Suggestions for Structuring remote Learning sessions, T Sherrington, from a 'Teaching Like A Champion' masterclass

Dissolve the Screen

- Warm Welcome
- Names
- First three minutes: Do Now
- Positive Narration
- Gestures and movement - exaggerate



The key here is to make students feel welcome and involved right from the start. Lively almost exaggerated up-beat delivery peppering all the interactions with student names is amazingly effective.

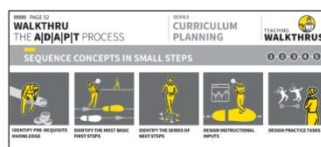
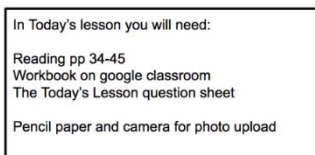
Take-away 1: Use names relentlessly to signal individual engagement amid the mass of faces onscreen or in a list on a chat. *Great to see you Michael, and Jess; Jamila, welcome! Thanks for your responses Mo, Melissa, James; great job Alice. Thank you Abdul.*

Take-away 2: Involve them in a task straight-away signalling that they are in a lesson, it counts, they matter, they can't sit back. It could be as simple as: *Ok, everyone see the first question – in the chat (or on your whiteboards) list three main points we covered last lesson. Go. You don't just ask 'can anyone give me three points from lesson?'. The first task involves everyone.*

2. Organise the Learning

Organise the learning

- Orientation Screen at the start
- Task List - revisit
- Written and verbal instructions
- Pause points - for agency
- Tracking tools for offline work



The key is to make it really clear what students need to do in the lesson immediately ahead, to help them keep track, to develop their agency with remote learning and help them link each lesson to the wider scheme.

Take-away 3: Use a regular Orientation Screen – a familiar slide at the start of a live or remote lesson that tells students what they need for the lesson (workbooks, pencil, documents etc) and what the key learning intentions are. Reinforce verbally – to double-up on ways students can engage.

Take-away 4. Use some kind of tracking tool- that show you when students have done the work eg google forms, live shared documents or even a simple register checklist – so students know you notice if they've done the work.

3. Check for Understanding

Check for Understanding

- Cold calling - live; in chat
- Pre-call; batch cold call
- Wait questions with chat or sheets
- MCQs plus chat to explain
- Re-explain and re-check



It's so important to strengthen all practice around checking for understanding and cold-calling so that all students feel involved and engaged and so that there is maximum two-way feedback about key aspects of the material – telling the teacher as much as possible about which students are struggling and why. Re-teaching the key misconceptions is super important but you need to find out where they're struggling first.

Take-away 5: There are lots of types of Cold Calling. The variety of methods adds to the dynamics of a lesson and gives lots of different ways of students feeling connected

- Verbal, using names on the screen
- In the chat – inviting named students to add to the chat stream
- Pre-Call: e.g. “We’re going to watch this clip and then, Michael, I’d like you to summarise”
- Batched: e.g. “So, we’ve read that passage. What’s the key message? Let’s hear from Jess, then Mo, then Daisy”

Take-away 6: MCQ for answer; chat to explain. Get all students to give their multiple choice answer (best done with good detractors that flag misconceptions) and then invite them all or named students to explain their answer in chat. This gives a good balance of whole-class correctness feedback and more subtle information about depth of understanding.

Take-away 7: Wait Questions: Get students to prepare answers in the chat (or on google forms) but not to send or submit until asked. This allows all students to think for themselves without seeing others’ answers until after they are all sent.

4. Synchronous Lessons

Synchronous: Live

- Emphasise Personal Engagement
- Check for understanding -
 - (including thumbs up!).
- Chat: names, positive narration
- Shared documents to track
- Everybody writes.



The TLAC team suggest that key focus in live, synchronous lessons is the personal engagement – using the time to check for understanding and build confidence, sustaining the relationships that secure commitment to the learning.

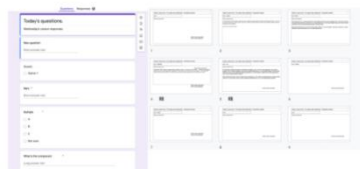
Take-away 8: Positive Narration is key. It's so important to keep reinforcing positive learning behaviours. *Michael, Jess, thanks for those full answers in the chat; Daisy, thanks for being ready to answer.* Even a request for 'thumbs up' on screen or in the chat in response to 'Can you all see the Slide 7 in your notes' – creates a sense of people being with you, engaged.

Take-Away 9: Establish a process for Everybody Writes so that you can set short responsive tasks where all students write an answer that they can then share. This could be via shared slides or simply in student's own documents that they then paste into the chat stream or form. This creates a sense of students feeling involved and that their work is noticed.

5. Asynchronous Lessons

Asynchronous: offline

- Aim for depth and rigour
- Talk as-live
- Signal pause points - to consolidate, stress agency
- Task lists repeated
- Use shared docs for tasks
- Check and show-call good work during next live lesson.



The TLAC message is to treat the asynchronous or offline learning as the key driver or depth and rigour -where tasks are more extended and demanding than they can be live; allowing students time

to complete tasks in depth and, of course, catch up if they cannot participate with synchronous lessons for any reason.

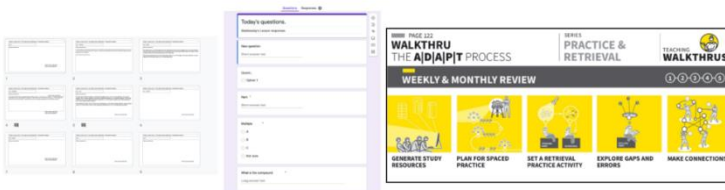
Take-away 10: Highlight pause points – in any video presentation which you know students will watch later. If you guide students when to pause and replay they learn to use the videos in a more interactive manner linked to the related tasks. This builds their agency; they learn to take control.

Take-away 11: Remind students of the key tasks using simple lists in the slides, in the videos or shared documents so that students know what to do and and self-evaluate their progress through the material.

6. Semi-synchronous Lessons

Semi-synchronous

Live introduction	Independent practice - teacher available Agency: self pace/monitor; extend	Live Recap Check for understanding
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This is popular hybrid approach I know a lot of teachers use so it was good to see this explored here explicitly. The idea is to begin with a live intro; then set students to work independently whilst being available for support in the background and then to return to a live recap after a set period of time – say 30 minutes.

Take-away 12. This blended approach may represent the optimal use of time, combining the features of sync and a-sync lessons. It helps to build relationships and engagement (live contributions) and student agency (offline task completion) and buys time for teachers to address individual issues during the independent asynchronous phase of a lesson. It can also help to fold in the students with less access to live lessons for reasons beyond their control.

- **Make sure you are on time for scheduled lessons or worship. You might not be admitted if you are late, assemblies start promptly.**
- **Make sure you are prepared to learn and listen (ie you have everything you need with you and you are somewhere where you are able to concentrate).**
- **Do not unmute yourself unless your teacher tells you to.**
- **Make sure you are appropriately dressed for a lesson or assembly (no nightwear).**
- **If you are unable to attend a scheduled lesson, please let your teacher know through Seesaw.**
- **Virtual backgrounds can be used as long as they are appropriate and not a distraction from the learning (ie do not change them during a lesson).**
- **Remember that we are all trying to learn. Do not try to distract anyone else by waving, making silly faces etc.**
- **Only use the chat feature if you have been asked to. Make sure what you write is appropriate.**
- **Please have your camera on.**
- **No pets please unless you have been asked to show them to your classmates.**
- **Please login with your actual name, no nicknames please.**