Martley C.E. Primary School

Remote Learning Policy

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Our Christian Values

Our Core Christian values are the 5Cs - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.
James 1:17
International Children's Bible

We also support and follow the vision of the Elements Diocesan Learning Trust,

of which we are a member school:

'Flourishing together, in the love of God'

We believe every child, every colleague and every school should be supported to flourish academically, spiritually and personally. Rooted in Christian values, we work together to provide

exceptional education, nurture wellbeing and create opportunities that enable all to live life in all its fullness.

John 10:10

To Love, To Learn, To Serve Through Collaboration, Honesty and Hope

Equality and Diversity Statement

At Martley CE Primary School and Pre-School, we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.
In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Remote Education provision - Martley CE Primary School

This information is to provide clarity to parents, carers and children at Martley CE Primary School, about what to expect from remote learning if local or national restrictions result in full or partial school closures.

The remote curriculum: what is taught to pupils at home.

A pupil'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 pupils being sent home?

All children at Martley CE Primary School have already been provided with a TTRS login and passwords to use. All children will also have tailored access to EdShed activities.

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?

In the event of a closure (partial or full- bubble or whole school) all children will follow their class's curriculum remotely.

This will be based on their usual timetable and curriculum where possible. However, for certain subjects which require specific resources, this might be adapted.

Remote teaching and study time each day

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

At Martley CE Primary School, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils:

- KS1- 3 hours a day (Holly and Maple Class)
- KS2- 4 hours a day (Willow, Rowan and Oak)

As we are sure you appreciate, not all children are the same, and their learning times will need to be adjusted to suit the amount of time they can concentrate and focus on an individual basis. Please let your child take a screen break when they need to and make the timetable flexible to your family needs.

Accessing remote education

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

At Martley CE Primary School we primarily use Class Dojo to set work and Microsoft Teams to 'Meet' the children on a daily basis. The children can also access White Rose Maths, TTRS, EdShed resources and BBC Bitesize resources.

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

• We have a small store of laptops, which we are able to loan to families during partial and full closures.

• We will provide printed materials if families do not have online access, which can be brought back to school for marking on the return to school, photographed or scanned and emailed directly or sent via ClassDojo.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Some examples of remote teaching approaches:

• live teaching (online lessons)

• recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

• printed paper packs produced by teachers (e.g. workbooks, worksheets)

• reading books pupils have at home

• commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

e.g. BBC/ White Rose

• long-term project work and/or internet research activities

• Daily Teams meetings

• Live feedback/ written feedback/ verbal feedback remotely

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?

• Where possible, parents will support their child with home / remote learning.

• Where possible, parents monitor their child's completion of work.

• We encourage parents to contact the school and staff via ClassDojo/ emails/ the class stream or the School Office with any issues about the remote learning.

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

Staff will regularly monitor the work that is submitted and will contact parents or the child, where appropriate, to discuss issues around levels of engagement where appropriate. This could be via email, Teams or by telephone.

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. 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:

- Via ClassDojo in response to a piece of work.
- Verbal feedback in a Teams meeting.
- Phone calls, emails as appropriate.

Additional support for pupils with SEND:

How will you work with me to help my child who needs additional support from adults at home to access remote education?

At Martley CE Primary School, we recognise that some pupils, for example some pupils 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 pupils in the following ways:

- Organising additional Teams meetings with the class teacher or adults in school.
- Some differentiated work will be provided.
- SENDCo will discuss individual needs with class teachers and teaching assistants and how these can be supported at home.
- We may also provide additional laptops or resources.

Remote education for self-isolating pupils

Where individual pupils 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 pupils 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 they are isolating, the children will have access to Oak National Academy, White Rose and other work from the class, which can be adapted for Home Learning.