



### Introduction

The information in this policy is intended to provide clarity and transparency to pupils, parents and carers and others about what to expect from remote education at Christ Church School when national or local restrictions require entire cohorts (classes) to remain at home.

For details of provision when individual pupils are required to remain at home, please see the final section.

This policy should be read alongside our current school policies and documentation, including:

- our Safeguarding and Child Protection Policy, plus the Annex to our Safeguarding Policy in relation to school closures and remote learning
- our Teaching, Learning and Assessment policy
- our Data Protection Policy
- our published curriculum

and our school-specific home learning documentation and guidelines, including:

- zoom sessions: expectations and information (Appendix 1)
- guidance for home learning: dos and don'ts for parents and staff (Appendix 2)
- information for parents about our home learning (January 2021) (available on our website)

This policy has been written with regard to the following current documentation:

- <https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>
- <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/95244/3/210114\\_School\\_national\\_restrictions\\_guidance\\_FINAL\\_14012021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95244/3/210114_School_national_restrictions_guidance_FINAL_14012021.pdf)
- <https://www.gov.uk/government/publications/whats-working-well-in-remote-education>
- Camden Learning guidance on remote education (January 2021)

### School vision and values

The Governing Body of Christ Church Primary School intends, through this Remote Education Policy, to promote the stated aims in its agreed vision statement:



## Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;

- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life through the school's five shared Christian values of **compassion, creativity, courage, simplicity and community**.

In periods when we are required to provide remote education, we will continue to pay close regard to our school vision and values, adapting as much of our usual practice in school as we can.

### Aims of our home learning

There are three main aims of the way we have set up our remote education (home learning) at Christ Church:

- to keep in regular contact with all our children and families
- to keep children learning, thinking and making progress and to support parents/carers to help with this at home
- to provide structure, routine and daily tasks for children while they are at home

Our remote education is planned with the best interests of children at its heart, but we fully acknowledge that parents and other family members play an important role in supporting home learning and we have also considered their needs and feedback in planning our provision. We have used feedback from children, parents and staff members (in relation to the period of school closure March – June 2020) in setting up our provision and agreeing this policy.

We also acknowledge the considerable challenges for staff members in providing home learning and understand how this can represent a significant change from their usual role and ways of working. We continue to consider the importance of staff work life balance and wellbeing in our decision making about home learning.

### The remote curriculum: what will we teach in remote education?

We will teach the same breadth of curriculum remotely as we do in school, wherever possible and appropriate. However, we recognise that some adaptations are needed to some subjects. For example, we will make adaptations to some practical elements of DT and Art and we will make changes to or omit some aspects of our PSHE teaching, including Relationships and Sex Education, which is more appropriately taught in school where questions and discussion can be more easily facilitated.

Wherever possible and appropriate, we will follow our published curriculum and our school-agreed content and skills progressions while delivering remote education, to ensure that all children's learning is moved on and progress is made. As we would do in school, it will also be appropriate to revisit, review and consolidate previous learning at times in order to ensure children can apply learning in different contexts and transfer this learning to their long-term memory.

We will endeavour to set a wide range of types of activities as part of our remote education, including practical, creative, online, on-screen and paper-based activities, as we recognise the need for children to learn and apply their learning in a range of different ways, just as they would do at school. We are also aware of the need for provision of non-screen based activities in order to limit screen time, especially for younger children, where possible.

During any period of remote education, an even higher priority will be given to online safety activities, with regular age-appropriate reminders and teaching about keeping safe online, as well as wider digital citizenship activities.

### Remote teaching and learning: how much remote education will we provide?

We expect that remote education (including any live sessions, recorded teaching and independent work set) will take pupils broadly the same length of time as the core teaching time in a day in school. The amount set will be at least in line with the DfE minimum expectations:

Reception, Year 1 and Year 2: 3 hours per day on average, with less for younger children

Year 3, Year 4, Year 5 and Year 6: 4 hours per day

Teachers will give suggested times for all tasks to be completed as part of remote education.

We are aware, however, that each child works at a different rate and with a different level of motivation at home compared to in the classroom. Therefore, some children will need support to stick to the suggested times without working for longer periods than necessary and some children will need support and encouragement to continue working for the set periods at home.

**Remote teaching and learning: how will children access our remote education?**

We will use the following digital platforms/online tools to deliver remote education:

Digital platform/online tool	Used for
Google classroom	<ul style="list-style-type: none"> <li>accessing children’s set work and related resources</li> <li>submitting children’s completed work</li> <li>accessing teachers’ feedback and comments on children’s work</li> </ul>
Zoom	<ul style="list-style-type: none"> <li>class ‘keeping in touch’ sessions</li> <li>whole school assemblies</li> <li>some additional curriculum workshops, including those provided by outside agencies</li> </ul>
Email	<ul style="list-style-type: none"> <li>parent/child communication directly with class teachers (via class email addresses)</li> </ul>
Other digital curriculum platforms (e.g. purple mash, rodocodo, wordshark)	<ul style="list-style-type: none"> <li>teachers may set specific curriculum tasks on other digital tools – the instructions for these will always be provided on google classroom as well</li> </ul>

We recognise that all children will need access to a suitable device and internet provision to access our remote education. Where needed, we will loan a suitable device to a family for any period of home education (in line with our device loan agreement) and support families to access internet through internet provider offers or provision of wifi dongles. Parents should email the school office or their class teacher if they need support with accessing our remote education.

We will provide step-by-step guides for parents/children on key aspects of using google classroom e.g. logging in and accessing lessons, submitting work and accessing teacher feedback. These guides will also be available on our website.

We will also provide paper ‘home learning’ packs to all children for any periods of remote education, as well as an exercise book and any necessary stationery.

**Remote teaching and learning: how will we teach children remotely?**

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

Elements of our teaching provision	How will this be used and why
Daily lessons set on google classroom - Three lessons per day for Reception and Year 1 - Four lessons per day for Years 2-6	Each lesson will include: <ul style="list-style-type: none"> <li>Written instructions</li> <li>Any relevant links or resources, including links to websites, videos and presentations</li> <li>Videos to introduce key learning and concepts which will include both <b>pre-recorded videos</b> recorded by our teachers and <b>online recorded teaching</b> (e.g. from Oak Academy/BBC Bitesize)</li> <li>Presentations will include both written slide shows and those with added voice notes recorded by our teachers</li> <li>Instructions for <b>follow up tasks and independent work</b> to allow children to practise and apply what they have learnt. These instructions will set out whether the task should be completed online, on a format provided on</li> </ul>

	<p>google classroom, on paper in the provided exercise book or using one of the template/formats/scaffolds provided in the paper home learning pack</p> <p>Tasks will usually be set to be completed on the specific day, but there may be some longer tasks set over two or more lessons on different days, just as there would be in school.</p>
Ongoing daily tasks set on google classroom	<p>Teachers will also set a regularly-updated list of ongoing daily tasks. This will include, where appropriate for different ages:</p> <ul style="list-style-type: none"> <li>- Weekly spellings to learn</li> <li>- Weekly times tables to learn or timetables/number facts practice activities</li> <li>- Phonics sounds to rehearse</li> <li>- 'Tricky words' to practise</li> <li>- (for all classes) Daily reading expectation – we will provide a number of appropriately levelled reading books for children in Reception to Year 2 at the beginning of any period of remote education</li> <li>- Daily PSHE or PE activities to keep minds and bodies active and healthy</li> <li>- A class book to listen to – teachers may record themselves reading the class book aloud and send this in instalments</li> </ul>
Twice weekly 'keeping in touch' zoom sessions	<p>Aims of the 'keeping in touch' sessions</p> <ul style="list-style-type: none"> <li>• maintaining class teacher contact with children</li> <li>• maintaining pupils' contact with classmates</li> <li>• sharing and celebrating children's work</li> <li>• introducing key concepts and tasks for the days ahead</li> <li>• reviewing key learning from the previous days</li> <li>• senior leadership welfare check of pupils</li> </ul>
Whole school zoom assemblies	<p>Aims of the whole school assemblies</p> <ul style="list-style-type: none"> <li>• maintaining a sense of whole school community and togetherness</li> <li>• sharing information and messages with the whole school</li> <li>• sharing and celebrating successes</li> </ul>

**Remote teaching and learning: what are our expectations for children to submit work and how will teachers provide feedback?**

Our expectation is that children will submit at least one piece of work per day via google classroom, though they will be strongly encouraged to submit all their work using photos or submission of online documents. Teachers will clearly identify in the instructions which of the set lessons is the focus piece of work to hand in and this will cover a range of curriculum areas over the period of remote education.

As a minimum, teachers will assess and provide feedback on the piece of work that was required to be handed in each day. This feedback will be provided via the comments function on google classroom and teachers will check that children (and parents) can access this feedback. Teachers will provide the feedback on this focus piece of work as soon as practical and always within three school days. Teachers may also provide feedback on other submitted work via the 'private comment' box with returned work and teachers will 'return' on google classroom all submitted work to let children know they have seen it.

In common with when we are teaching and learning in school, feedback can take many forms and may not always mean extensive written comments for individual children. When appropriate, teachers will also use whole-class feedback, quizzes or tasks marked automatically via digital platforms, or general comments to provide feedback on children's work. Feedback will aim to provide encouragement and praise as well as identifying next steps to move children's learning on. Sometimes, children will be asked to re-submit specific pieces of work following editing and improvement.

In any longer period of remote education, teachers will also periodically send an email to children (and their parents) providing general feedback on the child's engagement with remote education and the general quality of their work, as well as encouraging the child (or parents) to raise any general concerns or queries about the learning.

## Engagement with remote education: what are our expectations for engagement with home learning and how will we monitor children's engagement?

We expect all children to engage with our remote education and **school staff members** will do the following to support this:

- supply step-by-step technical instructions and individual support, where needed, with accessing our digital platforms
- offer the loan of a device (and support with accessing internet services) where needed
- provide clear instructions for each task
- supply engaging pre-recorded teaching (from our own teachers or online resources) and set a range of engaging and age-appropriate activities and tasks for children to complete
- be accessible for any queries about the tasks or learning – via class email addresses
- provide feedback on learning and regular general encouragement on completing tasks at home – this may include involvement of class TAs in providing encouragement for individual or groups of pupils
- set up at least two opportunities per week for children to see and hear from their teacher and classmates (in our class and whole school zoom sessions)
- share and celebrate all children's work, using a range of methods including Golden Certificates, sharing work in the class zoom sessions and creating and sharing photo pages of children work to go with the daily class message on google classroom and on the school website
- provide tips for parents about setting up and maintaining routines for successful home learning and provide regular signposting to sources of support for parent and pupil mental health (including, where appropriate, providing our own parent workshops on well-being/mental health topics)
- follow our school policy and guidance in setting and leading remote learning (including our zoom expectations (Appendix 1), our 'dos and don'ts guidance' (Appendix 2) and the Annex to our Safeguarding policy) in order to keep everyone safe
- respond sensitively and with understanding to the different circumstances in different families

Senior staff will work with and support class teachers to engage with parents and children to support engagement in home learning.

In order to support their children with full engagement with remote education, we expect **parents/carers** to do the following:

- provide space, time and resources in the home for children to complete their home learning
- let school know if resources are needed or if a device loan would be supportive
- support children with joining class and whole school live sessions, following our zoom expectations (Appendix 1) and 'dos and don'ts document' (Appendix 2)
- support children to access the daily instructions and lessons on google classroom and to complete the set lessons, using the suggested timings
- let school know if parents have any concerns about their child's engagement or if they have any queries about the expectations, lessons or activities
- let the class teacher know if their child has not completed the day's work or joined the day's zoom session for any reason
- ask the school for help and support when needed

We recognise that all children will need support with accessing and completing their home learning and that younger children, in particular, will need considerable support to complete tasks. For younger pupils, tasks are likely to be more practical and we will also provide more paper-based resources (e.g. flashcards) to support parents of younger pupils. School staff are very grateful for the support that parents, carers and families will be providing at home.

We will fulfil our responsibilities to **monitor children's welfare** and to **monitor engagement in our remote education** through a range of methods:

- taking a register in each class zoom session and following up with parents of children who are not present over a number of occasions
- keeping detailed records of work that is submitted to class teachers and following up with parents of children who are not regularly submitting the required work

In the first instance, class teachers will be responsible for contacting parents of children where there are concerns about engagement. If this is not successful, senior staff will take on responsibility for contacting and supporting parents to ensure children are engaging. Any concerns about pupil welfare will be passed on the Designated Safeguarding Lead immediately following our safeguarding and child protections procedures.

Methods to support individual pupil engagement may include individual emails, phone calls to pupil or parent, additional feedback comments, support with technical aspects of accessing or submitting work.

### **Remote teaching and learning: how will we support pupils with particular needs?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) may find it particularly challenging to access remote education and may need additional support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support these pupils in the following ways:

- adapting our home learning lessons, tasks and packs to support particular pupils. This may include providing separate tasks from the rest of the class, directing pupils to complete a specific limited number of tasks (or tasks in specific subject area), providing separate resources (online or paper-based) and providing different ongoing tasks for these pupils.
- staying in more regular contact with these parents (and pupils) with the class teacher, inclusion leader and senior staff emailing or phoning more frequently to provide support, tips and adaptations to tasks as well as listening to and responding to any concerns.

### **Remote education for individual pupils who cannot attend school (e.g. self-isolating pupils)**

Where individual pupils need to remain at home (e.g. 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 classes. This is due to the challenges of teaching pupils both at home and in school.

For an individual pupil self-isolating, we will provide daily lesson instructions and resources on google classroom (one day in arrears) so that pupils can keep up with the lessons and curriculum taught in school as far as possible and practical. We will aim to provide three lessons for pupils in Reception and Year 1 and four lessons for pupils in Years 2-6, covering a range of subject areas. Where possible, these lessons will replicate the lessons taught in school on the day before with the teacher's presentation and resources used in school, plus additional explanation where needed, uploaded on to google classroom. However, this may not be possible for some more practical lessons and alternative lessons and tasks (including the use of online resources such as Oak Academy lessons) may be used as substitutions. Teachers will provide feedback via google classroom on at least one piece of the child's submitted work each day.

### **Monitoring of remote education, sharing good practice and CPD for remote education**

We recognise that remote education is a new and developing area of practice for schools and teachers and we want to make improvements to our practice where we can, building on best practice examples and emerging research.

Senior staff and subject leaders will monitor provision of remote education in order to support teachers to share best practice and make improvements to provision for pupils. Regular opportunities will be provided for subject leaders and teachers to share examples of developing best practice.

CPD will be offered for developing our remote education provision including attendance at Camden Learning/LDBS/other CPD sessions and dissemination of emerging research on remote education.

### **Dissemination and review of this policy**

This policy will be available on our website.

This policy will be reviewed at least every three years by teachers, senior staff and the governors in our Teaching, Learning and Assessment Committee to ensure it is an accurate reflection of current best practice. We will review this policy more regularly if there is a change in guidance related to remote education or in response to feedback from children, staff or parents.



## Information and expectations for parents and children

### Aims of the 'keeping in touch' sessions

- To keep children in contact with their teachers
- To keep children in contact with their classmates
- To allow teachers to provide a brief introduction of home learning lessons for the coming days and/or a brief recap of learning in previous home learning lessons
- To enable staff to have a regular 'check in' with all children to ensure their ongoing welfare

These brief zooms are opportunities for staff and children to see each other and stay in touch – these are not lessons and, although there might be a brief recap or introduction to a new piece of learning, the main teaching, feedback and instruction will be provided through google classroom. Teachers will use the opportunity to share news, information about the tasks for the days ahead and give general class feedback about the previous tasks.

### Aims of the Golden Certificates assemblies

- To keep children and staff in touch with others across the school
- To share our weekly golden certificates as usual
- To give out any whole school messages to the children

### Expectations for children/parents



- All children and parents should make every effort for their child to join these zooms – if you cannot join the class 'keeping in touch' session, e.g. because of illness or technical problems, please let teachers know in advance by email. Teachers will contact parents to follow up if children are missing from the class sessions.
- Parents should support children to access the zoom sessions and, if at all possible, remain in the room while the session is happening. We would encourage parents to sit with all children to start with and with younger children each time to support them to get started and to participate.
- All children to be up and properly dressed – no sitting up in bed and no pyjamas please!
- Children will be muted on entry and teachers will give clear instructions to children about if and when they should unmute their microphones to contribute.
- We'd like to encourage all children to join with cameras on for these sessions so they can see each other to say hello, but if this is not possible for a particular reason or session, then children should please still join and listen.
- Please ensure that your username displays your child's first name only; this will allow us to ensure we have the correct people in the zoom meeting (particularly if you are unable to turn your camera on).
- These sessions are not the opportunity for children or parents to ask questions – please send these to class teachers via the class email and teachers will respond as soon as they can or general questions can be emailed to the admin email address.
- Teachers will only lead these zooms from school – if a teacher is unexpectedly unavailable or self-isolating at home then the zoom may need to be cancelled. If other school adults are joining a session from home, they will not turn their cameras on.
- If any child behaves inappropriately in the zoom they will be moved from the live zoom back to the waiting room and this may be followed up by a senior member of staff after the meeting.
- The zoom meeting will not be able to be recorded and the chat function will not be turned on. To respect everyone's privacy, please do not record or take screenshots of these sessions.
- Parents – please bear in mind that teachers are not all confident using technology like this to make contact with their classes and that they would much rather be in the classroom actually with the children! Please bear with us as we try these sessions and please don't judge or criticise either teachers or other children in these most unusual of circumstances. We are all trying our best!

## Online and Home Learning Guidance



Updated January 2021

At Christ Church we recognise that having clear guidance for both staff and parents would be helpful during this period of school closures and home learning. We remain committed to the safeguarding of both children and staff members, including online. Below are some helpful Dos and Don'ts which serve as a good reminder and should be respected and followed at all times. Please also refer to the 'Annex to our Safeguarding and Child Protection Policy in relation to school closures' and our Online Safety Policy which can be found on our school website.

### Teachers and all other staff members

Please do 	Please don't 
<ul style="list-style-type: none"> <li>Remember professional boundaries and our Staff Code of Conduct - these have not changed during this period</li> <li>Check all websites you direct children to and ensure they are appropriate. This applies to class teachers and to all other staff members contributing to home learning tasks</li> <li>Ensure websites don't contain links to other websites - if they do, check these as well to ensure they are appropriate</li> <li>Provide online safety reminders for children and parents when appropriate and at regular intervals</li> <li>Remember the website photo permission policy and continue to apply this</li> <li>Set a clear time when you will close your email inbox and google classroom for the day, in order to support your own work-life balance</li> <li>Lead any live zoom sessions from school only</li> </ul>	<ul style="list-style-type: none"> <li>Correspond with any email addresses which aren't official parent email addresses</li> <li>Assume websites you direct people to have appropriate adverts/pop ups - check these</li> <li>Assume all families have easy access to the internet and electronic devices, including printers - provide a range of learning activities</li> <li>Conduct phone calls or live videos with children or parents, with the exception of               <ul style="list-style-type: none"> <li>phone calls made by admin or teaching staff when necessary, for example to ascertain the welfare of the child or family. All staff phone numbers should be hidden.</li> <li>school-arranged class or school zoom sessions</li> </ul> </li> <li>Put your camera on if you are joining a zoom session from home - this is to safeguard your privacy</li> </ul>

### Parents

Please do 	Please don't 
<ul style="list-style-type: none"> <li>Respect the professional boundaries staff members continue to uphold</li> <li>Supervise your child on all devices which have access to the internet</li> <li>Stick to approved school channels of communication (use class email addresses for queries about home learning and admin email address for other queries)</li> <li>Send emails to teachers from your email address so that anything the teacher has received has been monitored by you</li> <li>Allow teachers time to respond to email queries. Remember, they may need to seek advice from a member of the Senior Leadership Team before responding.</li> <li>Stay in touch with class teachers, sending back your child's work and asking if you have any queries about the home learning.</li> <li>Expect the school to get in touch with families who do not maintain regular contact with class teachers (by email in the first instance) in order to establish the welfare of the child</li> </ul>	<ul style="list-style-type: none"> <li>Expect teachers to respond to email addresses which are not identified as parental email addresses or to respond to emails outside the school working day</li> <li>Ask teachers to teach online, to join live video (outside the arranged school sessions), to make phone calls with children or parents or to tutor children individually</li> <li>Assume website links teachers send as part of home learning instructions will automatically be safe. Although staff members will have checked sites, adverts/pop ups for your own device may be different and personalised</li> <li>Expect to see staff members' cameras on if they are joining live sessions from home</li> <li>Don't forget to check your parental control settings on all devices at regular intervals</li> </ul>