



Oxenhope Church of England

Primary School

Remote Learning policy



Created By:	Date:	Next Review Date:
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School Vision

We provide the rich soil allowing children and adults to flourish and develop deep roots. We nurture **growth**, enabling children and adults to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children and adults are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

‘Live in harmony with one another.’ Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

‘Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.’ Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

‘Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.’ 2 Peter 3 v 18



"A healthy school ensures that when children are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps children to understand their feelings".

Aims:

Even in difficult and unpredictable times, we strive to be a safe, happy school where we foster confidence and delight in all we do. We strive for excellence by nurturing academic habits and skills, emotional intelligence and creativity both at school but also at home. We aim to open up horizons of hope and aspiration and guide our pupils in fulfilling them in whatever context we are working in. Ours is a school where relationships flourish, pupils are involved and contribute responsibly to our community. We aspire to equip our pupils with knowledge, skills and understanding to ensure their future is bright.

Here at Oxenhope, we continue to provide a high quality of education and support to our pupils during any period of prolonged closure through a bespoke remote curriculum.

We aim to:

1. To ensure consistency in the approach to remote learning for pupils in the event of extended periods of school closure.
2. Set out expectations for all members of the school community with regards to remote learning.
3. Continue to ensure that every child receives the best education the school can provide them.
4. To continue to provide a broad and balanced curriculum in line with school's long term plans.

See Appendix 1 for our expectations related to remote learning in the event of more than one day of closure due to adverse weather conditions, eg heavy snowfall.

Curriculum provided for children who are fit and well but unable to attend due to school closure for prolonged periods.

Once advised by the school:

- Children complete homework tasks and topic tasks, teacher has this initial time for preparing/organising the lessons for the week.

The following will outline the learning following prolonged days of closure (not applicable for one-off days of closure such as snow days):

EYFS

The class teacher (or a member of the EYFS team) will provide daily learning for their whole class.

We will try to follow our daily timetable as closely as possible, with short, focused inputs, independent tasks and open-ended challenges for play.

The lessons will include:

- One Phonics lesson (input and task)
- One Maths lesson (Based on White Rose) and task
- One Topic Lesson and task
- Multiple Weekly Reading, Creative tasks and challenges throughout the week

Work should be uploaded onto DOJO. EYFS practitioners will acknowledge these by liking them and commenting on the work.

We will look to moving to live lessons using Teams if this is possible.

KS1 and KS2:

The class teacher (or a member of school staff) will provide daily learning for their whole class.

The class teacher will aim to deliver lessons following the daily timetable as close as possible. 4 hours of lessons will be planned for daily. The children will have lessons uploaded to the class story area of Class Dojo. The lessons will be:

- One bespoke English lesson
- One Maths lesson
- A directed reading task
- Phonics (KS1 and EYFS and for some children in KS2 where necessary)
- One other lesson dependent on the timetable (Science/Topic/direction to music for example)

Children should upload their work to the portfolio area of Dojo. The class teacher will mark and feedback using the Class Dojo at their earliest convenience. Feedback will be written or verbal using 'Talk and Comment'.

We will look to moving to live lessons using Teams if this is possible.

Flexibility of learning

At Oxenhope, we are sensitive to issues that a school closure may cause to many families. While we follow National guidance in ensuring our children continue to access a high-quality curriculum, we also aim to support both the children and their families so that the well-being of ALL is considered. We aim to help you resolve any issues that may arise wherever this is possible.

Factors taken into consideration:

- Many parents may be working from home and find it difficult to support their child in their learning too.
- School is directing children to links where a video can be played, requiring as little support from parents as possible. We understand that the younger your child is, the more difficult it may be. Training videos sent to parents to use Immersive Reader to assist with this.
- Many parents have more than one child trying to access technology.
- There is no strict time for work to be completed. Uploads can be done at any time.
- Some families do not have access to equipment (laptop/PC/printer) or internet access.
- Please make sure school know asap if you do not have access to a PC/laptop or internet access. We may be able to support you with this. Editable worksheets are created by the class teachers so that the children do not require to print out work.

The difference between remote learning and home education

Remote learning refers to school-led education delivered online or through other digital/packaged resources when pupils are unable to attend in person for very specific circumstances, whereas home learning (elective home education) is when parents take full legal responsibility for planning, delivering, and resourcing their child's education outside the school system. Remote learning is not the same as elective home education and cannot be used as a 'hybrid' option, it is always used as a last resort.

Additional support for pupils with needs

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:

- To support families of SEND children, we adapt our approaches to ensure that the curriculum being delivered is carefully differentiated and meets the needs of the child.
- For children with SEND or younger children who may require additional support, we encourage parents and staff to work together - reassurance and confidence needs to be built upon for the children to be confident and to engage with their learning. It may be that children have the differentiated work set by challenge or have extra recorded explanations or activities provided for them. We encourage a close partnership between parents of children with SEND during any period of remote learning.
- Children with an EHCP will have an individual risk assessment in place ensuring good levels of engagement in learning.
- Some Younger children and children with SEND may prefer physical books to read in addition to audio books online.
- At all times, we would still encourage children to be as independent as possible.

Expectations and agreements of all parties

Teachers will:

- Plan and prepare sessions to ensure a high-quality curriculum is delivered to the children in their care.
- Be understanding to the technical/accessibility issues children and families may have.
- Keep in regular contact with their children to feedback and support their learning through the class App, Class Dojo
- Take a register at the start of each day and endeavour to chase up children who do not attend
- Reply to messages and handed in work during normal teaching hours.
- Be mindful of the mental health and well-being of all parties involved including themselves, the children and their parents by encouraging rest breaks, fresh air and relaxation time for their pupils, their families and themselves.

Children will:

- Feel assured that their well-being is at the forefront of our thoughts at all times.
- (With the support of their parents and teachers), take regular breaks, get fresh air and maintain a balance of online and offline activities.
- Only send messages and questions to their teacher that are in relation to the lesson/task set or in response to direct questions from the teacher.
- Only access materials that has been provided by their teacher and request permission from their parents to access anything further than this.
- Refrain from taking screenshots of their teacher on lesson videos.
- Read daily either independently or with an adult.

Parents will:

- Support their children in their learning as much as possible
- Encourage and help their child to be ready for the start of the day
- NOT screenshot/copy any messages, posts, images of the teacher for any purpose

- Communicate with school any problems/issues arising while trying to access work
- Communicate with school with any access issues so that school can try to help them as quickly as possible
- Be mindful of the mental health and well-being of all parties involved including themselves, their child and the teachers by encouraging rest breaks, fresh air and relaxation time for their child and themselves
- Having reasonable expectations of the teachers in terms of responding to work and/or questions arising and of their working hours.

Appendix 1 – In the event of a second day of closure due to adverse weather conditions, eg heavy snowfall

Children can continue their learning at home by:

- Practicing times tables and number facts
- Reading their school reading and library book
- Completing any set home learning tasks
- Revise previous spellings
- Complete the winter reading comprehension booklets for children in Y3-Y6

Other optional learning activities for Maths and English:

- **SNOWBALLS** Throw snowballs, measure and record the distance
- **SNOWPERSON** Build the tallest snowman you can and measure it
- **SLEDGING** Time sledge races
- **MEASURING** Record and display measurements based on daily snowfall
- **SNOWFLAKES** Make symmetrical snowflake patterns by folding and cutting paper
- **DIARY** Write a diary entry about your wintry day
- **INSTRUCTIONS** Create instructions with pictures on how to build a snowman
- **WEATHER FORECAST** Watch the weather forecast and create your own, present this and record it.
- **WEATHER REPORT** Watch News Round and write a report on the weather
- **DRAW OR DESCRIBE** Look out the window, draw what you see and write a description
- **IT'S NO JOKE** Think of a snowy joke

Snow Day Bingo

Can you complete a row of activities on this snow day bingo board?

Can anyone achieve a full house?

Read a book (or a chapter from a book) that has a snowy setting or character.	Build a snowman.	Make a paper plate snowflake or snowman decoration.	Tidy your bedroom.	Aim a snowball at a target.
Write an acrostic poem for the word 'snow'.	Help to shovel some snow from a pathway or driveway.	Put on some thick winter gloves.	Go on a wintry walk.	Put some food out for the birds.
Wear a woolly hat.	Play a board game.		Drink a hot chocolate.	Make a snow angel.
Ride on a sledge.	Dance to a snowy song.	Write an imaginary story about a snow day adventure.	Wrap yourself up in a blanket or duvet.	Make some footprints in the snow.
Make a wintry collage using clippings from newspapers and magazines.	Have a snowball fight (but be careful!).	Build a snow fort (or a warm inside fort made from blankets).	Carefully, use white paper and scissors to create a symmetrical snowflake.	Catch a snowflake on your tongue.

Remember to take photographs of your snowmen, snow angels and other fun learning things you have been doing and post them on DOJO

We LOVE seeing all the fun the children have.