



**St. James'
Church of England
Primary School**

**‘Building One Faith, One
Family,
Our Future’**

**Remote Learning Plan
and Policy**

Revised by M.Tindall – Spring 2025
Approved by Governors – Spring 2025

Review Date – Spring 2028 (Standards Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

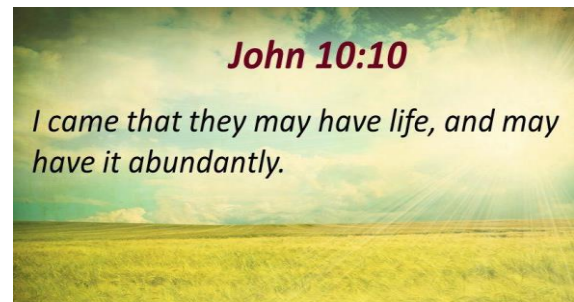
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Rationale

This policy was created during the COVID 19 pandemic of 2021 and reviewed every two years thereafter. It can be applied in a range of emergency situations if needed. It will ensure that learning is continued when pupils are not able to access the school building and have been told to stay at home.

This policy incorporates a plan that outlines remote learning opportunities whilst also acknowledging that some households have limited access to devices and may need support.

This plan **might** be applied in the following instances:

- an individual is self-isolating because of a positive COVID test within the household;
- a group of children are self-isolating because of a case of coronavirus in their class bubble;
- whole bubble or cohort is self-isolating because of an outbreak of coronavirus;
- after consultation with the chair of governors and the local authority, school has had to be closed;
- the government have told children to stay at home.

The plan complies with the expectations and principles outlined in the DFE document 'Restricting attendance during the national lockdown: schools Guidance for all schools in England' - January 2021. This document can be viewed by following the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Aims

This remote learning policy for staff, parents and carers aims to:

- ensure consistency in the approach to remote learning for pupils who aren't in school;
- set out expectations for all members of the school community with regards to remote learning;

Roles and Responsibilities

All staff are responsible for:

- adhering to this policy at all times during periods of remote learning;
- ensuring they are available to work during their normal agreed contractual hours, or as agreed by local agreement with their head teacher during periods of prolonged closure. This **may** include working rotas or other more flexible approaches to ensure the health and wellbeing of staff and pupils;
- supporting the learning as directed by the school senior leaders;
- reporting any health and safety incidents to a senior leader and asking for guidance as appropriate;
- reporting any safeguarding incidents to the DSL or Deputy DSL and asking for guidance as appropriate;
- taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to a senior leader;
- reporting any defects on any school owned equipment used for remote learning to the school office or the Computing lead;
- adhering to the Staff Code of Conduct at all times.

Teachers are responsible for:

- providing remote learning between 8.45am and 3.15pm from Monday to Friday;
- reporting to senior leaders if they are unable to work for any reason during this time;

- planning the curriculum for their class via online platforms;
- liaising with their staff on delivery of the curriculum;
- making sure they build in some PPA time appropriate to the hours they work;
- organising remote or online checks (using an online platform) as directed by senior leaders;
- reminding their classes about online safety;
- overseeing the timetable for the week and the upload of activities alongside the class Tas;
- reporting back online platform attendance to senior leaders as directed;
- filling in the work completion monitoring sheet.

Senior Leaders are responsible for:

- decision making around remote learning;
- communicating effectively with families;
- keeping families informed of procedures and policy;
- ensuring policy and procedures are clear;
- ensuring all families are able to work remotely eg. Connectivity issues resolved and resources distributed in a timely fashion.
- monitoring pupil engagement.

The Designated Safeguarding Lead/Wellbeing Coordinator is responsible for:

- attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period;
- daily/weekly check ins with identified vulnerable children and families;
- liaising with staff to identify any concerns and follow up with phone calls home;
- overseeing concerns on CPOMS;
- liaising with and supporting the SENCo with EHCP children;
- liaising with the other senior leaders, office staff, ICT technician and Computing lead to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online;
- identifying vulnerable pupils who may be at risk if they are learning remotely;
- ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the head teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required;
- identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

The SENCO is responsible for:

- liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required;
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans;
- identifying the level of support or intervention that is required while pupils with SEND learn remotely;
- ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Office Staff are responsible for:

- keeping all passwords safe and sending them out to families so they can access the different learning platforms;
- liaising with families as directed by senior leaders or as families contact school directly;

Families will:

- ensure they are ready for remote learning where possible;
- communicate any connectivity and IT hardware issues they are experiencing;
- ensure their children attend the online platform catch up sessions as directed by school staff;
- ensure all work set is completed to the best of their children's ability;
- communicate with their child's teachers if they are experiencing problems with work set.

The governing board is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible;
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons;
- monitoring staff wellbeing and seeking advice and support where issues arise.

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 provided by **Reading Eggs, TT Rockstars, Numbots and Purple Mash**, our online learning platform. Families will use Purple Mash or the class email to communicate with staff. Alongside this, staff will use materials from **Oak Academy, BBC Bitesize** and the **White Rose Hub** to enhance learning.

These platforms may change over time and this will be communicated with families.

In preparation for home-learning, families need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Purple Mash
- Reading Eggs
- TT Rock stars

Teachers also need to be able to set up an online meeting, using the newly created year group passwords and recommended platform, whilst families need to have that platform downloaded onto a device for the catch up meetings as directed.

Communication to Families

School will ready to start a basic form of Remote Education almost immediately. Prior to a class or the school being closed families will have been given a rationale **similar to the one below** to inform them and help them prepare:

Remote Learning

- School will be using a virtual platform most of you will be familiar with called Zoom, as well as the school website, Purple Mash and Reading Eggs. Please make sure now you can access these from your devices (tablets, phones, computers, lap tops) at home. Please do this as soon as possible.
- You will be given an email address to use to communicate with your child's teachers.
- If you are having problems accessing any of these platforms, email or programmes, let us know now and we will support you. Please do not wait until your child is at home isolating – you need to be ready if a bubble shuts.
- We will expect the children at home to be working every day – we will support you in this but will be making contact if this is not happening. This is the expectation for every child right across the country, not just at St. James'.

Day to Day Learning at Home

- You will be emailed a link to Zoom. Your child will be expected to log in at the time given in an email the day before the first session. This will happen every day for so your child has some face to face time with their teacher.
- Younger children can log in with an adult for support but the older children, who feel confident can log in themselves.
- During this meeting the teacher will do a virtual register, spend some time engaging with the children and make sure that the children know what is expected in their learning that day, or the next if their Zoom time is in the afternoon. This will give you and your children a chance to ask any questions about the learning for the day.
- The children will then have the rest of the school day to complete the tasks set.
- Schools have been asked to make sure that the children get access to the full curriculum they would have done if they were in school.
- Please use either the class email or the 2email and 2blog on Purple Mash to communicate with your child's teacher if there is an issue or you need support.

Keeping in Touch

- School will make sure we communicate clearly.
- The children will log into Zoom every school day they are at home to see their teachers.
- Use the Purple Mash and the email you have been given to ask about work.
- Contact the school office with non-work related questions or concerns you might have.
- If you need support of any kind, ring us – we want to help.

These are just examples. Some of the information will be changed depending on the platforms and apps being used at the time of the closure. This information will be communicated to families clearly via email.

Curriculum Offer

A typical day of remote learning will mirror what should have been happening if a child was in school. This should include access to all curriculum subjects although school acknowledges that for some subjects and topics, this can be problematic. Reception and Key Stage 1 Children are expected to complete 3hours of work per day. Key Stage two children are expected to complete four hours per day. Below is an example of what it might look like.

What online provision you can expect from us

Daily Zoom Session

This is a chance for your child to catch up with their teacher, ask/have answered any questions about the work that is being set/has been set. These will be each weekday.

The class teacher will also undertake a structured piece of learning – this might be a story for the youngest children or a maths/word activity for the older children.

Children will need to have their cameras on at all times throughout the session. Anyone logging on and not putting their camera on will not be allowed to stay on the call.

Daily Work

Work set for your child will be mainly on **Purple Mash** but also with some on **Reading Eggs** and **TT Rockstars** (KS2 only).

Your child has a login in for each of these as they use it in school but please contact your child's class teacher (via the class email) if you haven't got this/misplaced this.

The work set on Purple Mash each day will be available for 2 days for completion. Please ensure your child clicks the 'Save and hand-in/submit' option once they have finished each task.

By 9am each day the following work will be set:

Worship

Maths – a Maths video tutorial and independent task. The video has all the information that your child needs to complete the work. They will need to watch this carefully and pause it in certain places to answer questions and respond. Once they have completed the video, there will be an independent task to complete on Purple Mash which will be set as a 2do.

Spelling– a daily spelling task (this may be set on [Reading Eggs](#)).

Grammar/Punctuation – a daily task set.

Phonics – daily phonics session to consolidate previous sounds and learn new ones. Online video and resources.

TT Rockstars – daily times table practice.

Home Reading – daily assignments set in [Reading Eggs](#) along with book recommendations from the online Library.

By 1pm each day the following work will be set:

English – an English video tutorial and task. The video has all the information on that your child needs to complete the work as well as shared examples of work as necessary. They will need to watch this carefully and pause it in certain places to then complete the tasks that can be inputted directly on Purple Mash.

Lessons following their normal in school timetable e.g. this may be P.E., Outdoor Learning, Science, History, Geography, Art, DT or PSHE.

In addition each class will have their half termly homework grid to complete as well as their weekly talk token.

Some variation may exist from class to class in order to suit the needs of the cohort. This is particularly relevant for Reception class. In each case, differences to the plans laid out here will be made clear and communicated to families using the class email.

Extension and Extra Activities

If you would like extra work and activities for your child, our website has links to BBC Bitesize and Oak Academy. If for example, in Geography your child's topic is mapping, by typing that in to the search icon of BBC Bitesize, Oak Academy or any child friendly search engine, you will find a lot of information and learning activities. You could also explore what else Reading Eggs and Purple Mash have to offer.

What we would expect from your child

- Logging on to the daily Zoom sessions to check in with their teacher. If for any reason they cannot be on, please contact your child's class teacher via the class email to inform them.
- Logging in each day and completing the tasks set to the best of their ability.
- Watching any accompanying videos properly to help them with their learning.
- Emailing their class teacher (or you as a parent doing this) if you are experiencing any problems

Remote Education Exceptions

School WILL NOT provide remote education to children under the following circumstances:

- when they are absent from school due to illness;
- when they are absent from school due to a leave of absence of their families' own choosing;
- when a child's parents or carers choose not to send them to school but school is open.

Engagement and Monitoring

School will check children's engagement with remote education daily. This will be through monitoring the tasks set, looking at completed and submitted work and by monitoring participation in live learning experiences.

School staff will endeavour to set tasks and learning opportunities that are fun and interesting and they will offer support to families where needed in how to motivate children and encourage them to complete work. This might be, for example, by encouraging parents and carers to break the learning down into small chunks and have frequent screen breaks across the day.

School will set up rigorous systems to monitor work completion and liaise daily to ensure communication between leaders, class staff and families is strong.

When Children Don't Engage

When children have not been completing work set by their teachers and/or are not present during the online catch up meeting school have a duty to follow this up. School expects that families would contact their child's teacher with any issues that stop engagement. There are a number of reasons why children and families don't engage and there are ways we can help with this. These could include:

- providing paper copies of the work;
- offering advice and guidance over the phone;
- providing IT equipment;
- signposting families to support around connectivity eg. Free data
- offering strategies to promote a positive attitude towards home learning.

School does not expect children to take part in the learning on any day where they are poorly. School would expect families to let us know if this was the case.

Where participation, work completion and engagement are a concern, parents or carers will be contacted initially by a member of class staff. If the concern remains a member of SLT will contact the family. If it is not possible to reach the family by phone or email, a home visit may be made.

Where engagement is poor over a sustained period, school may have to seek advice from the Local education Authority or the Inclusion Officer.

These procedures will be communicated to families in emails, texts and letters regularly across the time children are out of school so expectations are clear.

Marking and Assessing

Marking, feedback and assessment can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- pupils will receive individual written feedback on work as it is received using the various different learning platforms eg. Purple Mash;
- whole class feedback will sometimes be used during the online meeting, when the class staff feel it is appropriate;
- teachers might choose to contact parents and carers individually using one of the communication tools eg. 2 email.
- class staff may choose to use the blogs or pre-recorded videos to feedback to children;
- some work will be celebrated on the class notice board (currently Purple Mash) or for example a whole school platform such as a Friday Worship video;
- Parents can contact the class teacher about their child's learning via the class email; class teachers will aim to respond as soon as is possible.

Additional Support

We recognise that some pupils, for example, those with special educational or medical needs (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:

- providing resources, including online resources and hard copy work sheets, linked to the targets on children's Individual Education Plan;
- continuing with on-going interventions from external providers eg Speech or Occupational Therapy;
- support from the SENCo / SLT, as and when needed;
- directing towards materials such as the Oak National Academy specialist content for pupils with SEND; this covers communication and language, numeracy, creative arts, independent living, occupational, physical and speech and language therapy.