



St James' C of E Infant and Nursery School

Remote Education Policy (Including Staff Guidance)

Policy Approved by	
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INTRODUCTION TO REMOTE LEARNING

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

We will consider remote education only as a last resort when the alternative would be no education, and only after it has been established that pupils will be absent from school.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted due to safety or other reasons
- Individual cases where a pupil is unable to attend school for a limited duration but is able to learn – this will be considered on a case by case basis.

Schools are required to:

- Set assignments so that pupils have **meaningful and ambitious** work each day, in a number of different subjects.
- Teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- Provide frequent and clear explanations of learning, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, with clear expectations of how frequently teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising previous learning or simplifying expectations to ensure pupils' understanding.
- **Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.**

This plan is flexible and must adapt to the ever-changing circumstances and guidance. This plan is being implemented in an unprecedented educational climate and we ask that everyone linked with St James' C of E Infant and Nursery School is patient and understand that this is a learning curve for everyone.

Points to Note:

- *Please read this guide alongside the Online Safety Policy and Procedures*

ROLES AND RESPONSIBILITIES:

Governing Body:

- Monitor the school's approach to the provision of remote learning to ensure that it is high quality and meets the needs of all our pupils and families.
- Ensure that we consistently meet our statutory obligations with regards to safeguarding and data protection.

Senior Leadership Team:

- Create, adapt and distribute the school's Remote Learning Plan.

- Ensure that there are systems in place to identifying, evaluating and managing the risks associated with remote learning.
- Establish clear channels of communication between school staff and families that support remote learning.
- Support school staff in the delivery of remote learning and ensuring that they have access to any training that is needed.
- Monitor the quality of and response to remote learning opportunities.
- Address parents concerns if they arise.
- Provide guidance and tutorials for parents in the use of the school's learning platform.
- Ensure that staff have access to the technology required and resources they need to deliver remote learning.
- Keep abreast of changes and developments to ensure that we are providing the most effective remote learning possible.
- Ensure that all staff, parents and pupils are aware of the data protection principles as outlined in the GDPR.

Office Admin Team:

- Ensure that subscriptions to online learning resources and our learning platform remain up to date.
- Ensure value for money when purchasing resources to support remote learning.
- Support the head with registering and monitoring attendance and engagement of pupils who are learning from home.

Teaching Staff:

- Connect regularly with all pupils via the school learning platform (the government has suggested **daily contact** with regards to the pupils seeing you – initially via Seesaw, but we will use Zoom in the event of a sustained period of time away from school, so you can see the pupils too). As stated above, we expect teachers to share video content 3 days per week, as a minimum, but to use Seesaw to respond to the children and create an interactive learning atmosphere, to keep the children enthused and seeing that their work is valued and appreciated.
- Respond to all communication from pupils and parents on a daily basis – this will require you to check Seesaw, and also any emails sent in for help. If you see a message that is for another member of staff, please alert them to it immediately, so that it can be responded to in a timely manner.
- Keep a record of attendance based on a pupil's participation in remote learning (see suggested format at the end of this document). This should be emailed to the head teacher each Friday.
- Plan and communicate a **daily** remote learning programme.
- Provide feedback on activities and tasks completed.
- Record any safeguarding concerns using CPOMs.
- In the event of teaching staff sickness, cover teachers in the same Year Group setting.
- *Keep a simple personal timetable to show what you have covered, in the event of us being subjected to an OFSTED Remote Learning Check. This should also include a record of which pupils are / are not engaging with the tasks set. **Each Friday, staff will send a list of which pupils have and have not engaged with home learning during the week to the head teacher, so he can keep a record and encourage parents to. A format is included at the end of this guide.***
- *Staff will need to ensure that all passwords have been sent home, along with the Seesaw Home Learning code.*
- *Please note that, alongside utilizing the online resources mentioned below, we must also provide content so that children can see their teacher. Initially, we are suggesting that, 3 days per week, staff*

could share a video of themselves reading the class novel on Seesaw. Please remember that Seesaw is fully GDPR compliant and a secure learning platform – only the children in each class would see these videos. Teachers could also clarify areas where children have struggled with online lessons by making a short video on a maths concept, for example. Staff to be aware of what is in the background, and trying to make sure that recordings are suitable (i.e. background noise), before they are shared.

Senior Teaching Assistants:

- Support teachers in the delivery of remote learning.
- Provide own RWINC group with lessons and mark children's work and provide them with feedback.
- Provide supplementary learning activities for pupils who may need additional reinforcement or extension under the direction of the teacher.

Subject Leaders:

- Support teachers in developing and delivering a curriculum that can accommodate remote learning, considering any aspects, which may need to be changed.
- Alert teachers to resources that can be used to support remote learning – this can be done via the St James' Whatsapp Group, and can be added to this document as necessary.
- Monitor the curriculum being delivered to ensure it is appropriate and consistent.

SENDCo:

- Ensure that pupils with EHCPs continue to have their needs met during periods of remote learning.
- Make reasonable adjustments to our remote learning plan for pupils with EHCPs to reflect their needs.
- Provide appropriate advice and activities for pupils with and EHCP in collaboration with the Class Teacher.
- Make telephone contact with children on EHCPs and vulnerable children at least fortnightly.

Designated Safeguarding Lead:

- Liaise with classroom staff to identify pupils who may be vulnerable during a period of home learning.
- Ensure that Child Protection Plans continue to be enforced, attending and/or arranging meetings as appropriate.
- Signpost families to additional services that may be required to support the wellbeing of pupils during periods of remote learning.
- Monitor CPOMS and respond to all concerns that are logged.
- Monitor the attendance registers and make telephone contact if a class teacher does not hear from a pupil or their family.

Parents:

- Provide a suitable place in the home for your child to work that is appropriate to their age.
- Establish a routine with your child so that they know what to expect each day. Build in breaks and time for exercise.
- Provide the necessary resources for your child to complete tasks – **please contact school if you need help providing these.**
- **Support your child in accessing remote learning via Seesaw.**
- Make the teacher aware immediately, via heads' email, if the child is unable to complete work for any other reason.

- Ask your child's Class Teacher for help if needed. Staff will be happy to telephone or email to provide support.
- *Any parents who need support will be able to contact us on amoore@st-james-inf.cumbria.sch.uk and the head teacher will be able to share these with teachers.*

Pupils:

- Complete all tasks and activities by the deadline set.

Procedures in the event of the implementation of remote learning:

- In the event of a local lockdown requiring pupils to stay at home, or closure of a school bubble due to a confirmed positive case, parents will be informed via text and through an email straight away. This will give the date that remote learning will commence, which will usually be the day immediately following the closure.
- In the event that your child is displaying one or more symptoms of Covid-19 and/or is awaiting a test result, please inform us of this **immediately**. We will then consider whether remote learning is appropriate and, if it is, you will be provided with further details. **Your child will not be expected to complete home learning tasks if they are feeling unwell.**
- The Admin Team will update the Remote Learning Pupil List throughout the school day to reflect Covid-related absences. Class teachers will be informed by a member of SLT or the Admin Team if any pupils in their class need to be provided with remote learning and the expected duration of this. This list will not include pupils who are absent for non Covid-related absences. If pupils require remote learning, this should commence the day after the school receives notification of their absence.

Electronic Devices and Internet Use:

We understand that some families may not have access to the devices or WIFI needed to access the remote learning that we offer. We will support any families who need electronic devices. Any equipment loaned to families in need will remain the property of the school and will be subject to a strict user agreement that will be signed by the parents and the school.

Safeguarding:

The Designated Safeguarding Lead in our school is Alex Moore, who is supported by Stephanie Sapsed and Clair Brown. Safeguarding will continue to have a high priority during periods of remote learning. Safeguarding concerns will be logged by staff using CPOMS and referred to the appropriate member of the SLT. Teachers will monitor communication with pupils and parents and will alert the safeguarding team if there is no engagement with remote learning and they fail to hear from a family on any normal school day. A member of the SLT will then make contact to check the welfare of the child. Please refer to our Safeguarding and Child Protection Policy for further information.

Online Safety:

All children must be appropriately supervised whilst accessing online learning materials.

When adding video clips to Seesaw or Tapestry staff and pupils must:

- Wear suitable clothing – this includes others in their households.
- Be situated in a 'public' living area within the home with an appropriate background. 'Private' living areas within the home, such as bedrooms, are not permitted.

- Use appropriate language – this includes others in the household.
- Maintain the standard of behavior expected in school.
- Not record, store or distribute video material without prior permission.

When adding voice clips to Seesaw and Tapestry, all staff and pupils must:

- Use appropriate language – this includes others in the household.
- Maintain the standard of behavior expected in school.
- Not record, store or distribute the recordings without prior permission.

Any email contact between staff and parents and staff and pupils will be done using our school email addresses.

What remote learning will look like for our pupils:

Remote learning cannot replace the learning experience that our pupils have when they are in school. However, we will do our best to replicate the curriculum that they would have had access to in school. To do this, we will make use of a variety of methods aimed at supporting their learning including online activities, offline activities, videos, one-to-one communication with staff and practical tasks to support physical and mental wellbeing.

Remote learning will not simply be pupils sitting at a computer or tablets all day. We will ensure that they are given opportunities to interact with staff and be physically active. We will provide activities and tasks, which are of equivalent time to that which pupils would spend in their classroom, but we will avoid overload and ensure that we prioritise essential learning. We will also give high priority to maintaining the physical and mental wellbeing of our pupils.

Seesaw:

Seesaw is our chosen platform to support remote learning. Children will access Seesaw using the Remote Learning Codes, which should be shared electronically with parents. Activities will be found for each day (the date should be added to the task title). Teachers may use a variety of written notes, voice notes and video recordings to explain tasks. Children can respond to tasks in a variety of ways. Teachers will support pupils with this. Pupils will also access Seesaw while at school, to get used to using the platform.

Tapestry:

EYFS children will be encouraged to upload work via Tapestry. Class Teachers will be expected to monitor and give feedback on responses to tasks provided by the pupils and their families. EYFS class teachers may also wish to set up Seesaw to share information, if they feel that this would work better for them.

RESOURCES USED TO SUPPORT REMOTE LEARNING BY SUBJECT:

ENGLISH

EYFS / KEY STAGE 1:

We use the RWINC resources from school and have access to online content via our subscription. You will upload daily reading of speed sounds, red and green words and the story. Also, the children can have access to Set 2 and 3 sound videos for practice from eBay – if they are streamed live. Please upload the relevant links to Seesaw daily for RWINC.

You can take photographs of the RWI writing books to share on Seesaw. The children can write out their work and take a photo to post back to you on Seesaw, which can then be commented on.

Children can record videos of themselves reading a book / text and post to Seesaw for the teacher to comment on.

In addition to RWINC, children will be set the following activities:

- **Spellings** will be set on Seesaw. Children will be able to practice these on Spelling Shed too.
- **Topic** sessions will sometimes have a writing focus. Children can write at home and upload their work.

MATHS:

- The school uses **White Rose Maths**. The links for the corresponding teaching videos can be copied and pasted into Seesaw, for the children to follow (set as an activity on Seesaw). Children can complete the work and upload the answers.
- **Oak National Academy** are providing activities suitable for children in Nursery and Reception – these can be used at teacher discretion. You may also wish to direct parents to BBC Numberblocks, which can be accessed via iPlayer.

SCIENCE:

- **Explorify** have a toolkit which has a wide range of resources, with videos and activities, covering a wide range of themes. Free to sign up to, with objectives matched to age related topics.
- **BBC Bitesize** covers many science concepts, with matched activities.
- **Education Quizzes** has multiple choice quizzes for all topics – children could take a screenshot of their results to post to Seesaw.
- **Science Sparks** provides lots of different STEM challenges that can be easily completed in the home.
- **Reach Out CPD** has ideas for STEM at home and tips for parents.
- **TigTag World** has videos and lessons matched to the curriculum themes.

FOUNDATION SUBJECTS:

- Government guidance states that we should provide a ‘broad and balanced’ curriculum. For this reason, it is important for us to set a range of extra activities across the foundation curriculum subjects.
- Teachers can set their own **Foundation Subject** lessons at their own discretion.
- **EYFS** can use the **Oak National Academy** resources to access short activities relating to music, personal, social and health education and understanding the world.
- **For KS1 Oak National Academy** has a range of online lessons across all curriculum areas, which are timetabled daily and progress weekly. Please use your discretion to choose what is best for your class. For the foundation subjects, children could use creative tools on Seesaw to respond, e.g. make a picture / video / poster etc, to respond to the learning activity. The BBC videos have links to Twinkl worksheets etc. Oak National Academy have their own worksheets, which can be accessed for each lesson in ‘Teacher Mode’.

Primary

The table below shows the subjects currently offered at Primary. We have developed these curricula with a certain time allocation in mind, for example we have assumed that English will be studied for five hours a week. However the flexible nature of our curriculum means that a school can set units as they wish. These allocations should be seen as guidance, not a constraint. The Humanities are shown as one row, but are taught as the discrete subjects of History, Geography and Religious Education.

There are no phonics lessons in Primary. This is because schools will already have a phonics programme in place with one of the providers approved by the Department for Education. We expect these providers to offer support for remote learning that is in line with their programme. For us to offer an alternative programme would risk conflicting with the sequence a pupil is studying in school.

Subject	KS1	KS2
English	5 hours per week	5 hours per week
Mathematics	5 hours per week	5 hours per week
Science	1 hour per week	1 hour per week
Humanities	2 hours per week	2 hours per week
Creative Arts (see note below)	1 hour per week	1 hour per week
RHE & Citizenship	1 hour per week	1 hour per week
Computing (Year 5 & 6 only)		1 hour per week



Future developments

The Creative Arts curriculum currently consists only of Music. We are seeking partners to help us develop this further into a broad arts education.

The History curriculum currently contains one unit per year group. We are consulting with the sector to develop a plan for broadening this. Our aspiration is to develop a rich and diverse History curriculum that goes beyond the starting point we are publishing at this stage.

VOLUME OF WORK TO BE SET:

	EYFS	KS1
English	Daily phonic activities and extras where appropriate	Daily activities using phonics and SPaG where appropriate. Weekly spellings and regular reading / writing / handwriting based activities. Teacher discretion to choose appropriate tasks for their own class.
Maths	Daily activities	Daily activities supplemented with Times Table Rock Stars where appropriate.
Science		1 activity weekly
Foundation Subjects	1 daily activity	1 daily activity covering a range of subjects except on the day Science is on.
Physical and Mental Wellbeing	1 daily activity	1 daily activity – focus on physical activity, wellness, creativity or life skills.
Teachers being visible	Staff to complete story time on rota for EYFS bubble to ensure children get to see all staff	Staff to complete story time on rota for KS1 bubble to ensure children get to see all staff

CLASS: _____

WEEK BEGINNING: _____

WEEKLY HOME LEARNING RECORD

	Children who have engaged with home learning	Children who have not engaged with home learning	Comments
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			