

'Making Aspirations Achievable'



Our Mission, Vision and Values

We believe that children need to develop four key qualities whilst at our school:

1. Children who have **courage** and self-belief are most likely to achieve their aspirations;
2. Children who are **curious** about learning will question the world around them and always challenge themselves and others;
3. Children who have **compassion** will be, and teach others to be, better human beings;
4. Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

1. Nurture children as individuals and help them recognise what they have to offer as members of society;
2. Motivate and inspire children to achieve the highest standards in core skills;
3. Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
4. Provide children with memorable learning experiences.
5. Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

1. Know that they have something to offer that is valued.
2. Be excited about learning.
3. Be brimming with further questions that they want to explore.
4. Be motivated to further their learning outside of the classroom
5. Be knowledgeable and highly skilled.

Policy Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Ensure that remote education is offered as soon as it becomes necessary
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that the online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

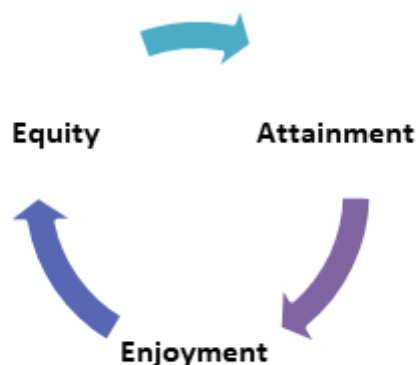
Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19
- Children who are not eligible to attend school due to a period of school closure implemented by the government

Approaches to Learning: Our Principles

In line with our usual approach to learning and the curriculum the remote learning approach aims to:

Achieve a high level of equity, attainment and enjoyment for all children



- All children have a right to achieve and it is our duty to ensure all children have equity of opportunity.
- We presume that all children regardless of their background or genetic make-up are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.
- We set no ceiling on achievements for any child and promote a democratic approach to learning.
- We recognise that children may require different approaches to learning in order to succeed and we respond to the needs of the individual.

How we will ensure this happens

Our remote learning curriculum follows our usual school curriculum which is broad and balanced and includes all national curriculum subjects (please refer to the Learning and curriculum policy). Our home learning approach helps us achieve our mission by:

Developing children's understanding of key concepts across a broad range of disciplines whilst giving time to ensure these are studied in sufficient depth.

- The curriculum is designed so that themes are covered giving opportunities for learning experience in each subject area.
- The overlearning of key skills and knowledge is encouraged and children have time for repetition.
- New learning is clearly modelled by our own teaching staff.

Being a rigorous assessment driven curriculum that reflects the fact that each child is unique

- Home Learning can be shared using the remote learning platform: Seesaw.
- Phase email addresses provide further opportunity for family feedback and support.

Delivering a learning programme which is scaffolded and rigorously planned but is flexible enough to respond to the interests of the children.

- The programme of learning content is linked to the overall theme and with objectives showing clear progression in all subjects.
- Families are also encouraged to follow their interests and talents within the context of the topic.

Encouraging a breadth of aspiration and celebrating individual talents and interests.

- Teachers acknowledge children's Home Learning achievements via the Seesaw platform where they receive certificates for: HT award, learning explorer as well as postcards home.
- Teachers will plan for children to have access to a broad range of experiences in order to develop cultural equity and aspiration.
- Essential experiences are announced as additional activities each week. These focus on children staying in contact with others and enjoying simple pleasures.

Being weighted towards the development of children's core skills.

- Children are encouraged to attend live sessions for English and Maths every day and reading sessions are prioritised.

Emphasising civic duty and promoting an egalitarian society.

- Learning encourages reflection and direct action to improve the environment through sustainable living. Children are given agency to change the world around them.
- Learning about other countries including their people, cultures and traditions is specifically promoted.

Outdoor learning takes high priority.

- A wide range of physical and active objectives are planned for, encouraging outdoor learning as far as is possible and safe.
- The children have access to modelled PE sessions each week.
- Learning activities will be planned in a way that broadens the experience of pupils at home.

Provision during school/ whole class closure

A broad and balanced curriculum using Seesaw

Children will use Seesaw to access the vast majority of learning content, complete activities and receive feedback. Pupils will have access to Seesaw when in school in order to learn how to use the platform effectively and as independently as possible.

The Seesaw timetable is below and is the same for all children. Pupils will have new modelling content and activities posted on Seesaw at least 24 hours in advance and parents will receive a weekly learning overview.

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Maths	Maths	Maths	Maths	Maths
Art	Science	PE	History/ Geography	PSHE

Children in KS1 will engage in a minimum of three hours learning while children in KS2 will have access to at least four hours of learning content.

The weekly learning summary document will contain links offering additional learning input and activities in computing, music, DT, RE and MfL.

Online safety sessions will be prioritised as part of PSHE for the first few weeks of any lockdown.

New learning is modelled by class teachers using asynchronous approaches or in live sessions.

Live sessions

Morning introduction

This is a chance for pupils to meet with their group's teacher and talk about the learning for the day. This session is **compulsory** to ensure we make contact with all home learners every day.

In EYFS and Year 1, this session will include a StoryTime phonics session to share the new phonics learning.

Whole Group Reading Session

The group will share a story or text together and have a chance to engage in rich discussion with their peers.

Optional Live Lunch Link

This will be a relaxed daily session where children can engage with a member of school staff and other children from across their phase.

Maths Modelling Introduction

In this session, the teacher will introduce the maths lesson for the day and revise the key learning modelled in their Seesaw videos. This is a chance for the children to ask questions and for the teacher to address any misconceptions.

End of Day Learning Review

Children can again meet online with a teacher and their peers to review and celebrate the learning from the day. On a Monday and Friday, this will include a candle time session.

Activity	EYFS	Year 1	Year 2	Year 3/ 4	Year 5/6
Morning introduction to learning (compulsory attendance)	8.30am with StoryTime phonics story	8.45am with StoryTime phonics story	9.15am	9.30am	9.45am
Reading session			9.30am	10am	10.30am
Optional live lunch link	12.30pm	12.30pm	12.30pm	12.30pm	12.30pm
Maths modelling introduction	1.15pm	1.30pm	1.45pm	2pm	2.15pm
End of the day learning review	3pm	3.15pm	3.30pm	3.45pm	4pm

In order to reduce teacher workload staff working at home will be allocated to manage and respond to online content.

Reading

Small group and 1:1 reading sessions

Some children (following class teacher assessment) will be invited to live small group sessions in order to support progress in reading.

All live sessions will follow the Online Video Calls Risk Assessment .

Access to Collins Reading online

Families have remote access to Collins Big Cat reading scheme as the basis for group and individual reading.

Pupils will only access books set by their teachers and they will be directed to particular texts to focus on when relevant.

All pupils will be set a weekly reading text.

Provision for those self-isolating while the school is open

- All school sessions will be replicated on Seesaw.
- The admin team will ensure access from the first day of absence unless the pupil is ill.
- There will be no live content.
- Families will receive weekly well-being calls.

Equity of provision

SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families in order to ensure access to learning and appropriate provision for all pupils by:

- Making adaptations to Seesaw materials (e.g. audio instructions for children with weaker reading skills) will be made wherever possible
- Ensuring that tasks are well differentiated with different levels of challenge to ensure that the majority of children can access learning at the appropriate level
- Ensuring that children who require additional adaptations to the learning or more personalised provision have additional remote calls with staff or personalised activities set on Seesaw
- Whenever possible, providing children with access to intervention remotely in small groups or 1:1
- Ensuring that children in receipt of an Education Health and Care Plan are learning in school if possible. If a child is not able to attend school then the SENCo will liaise with the class teacher and the child's parents to ensure that as much of their provision is able to be delivered as possible. A record of any provision which it is not possible to deliver or needs to be adapted will be made as part of 'Section M'

Access to devices

The school will conduct a parental survey to establish whether children have access to sufficient IT equipment. Where families do not school devices will be loaned according to the loan agreement (Appendix 1).

Loans will be prioritised in the following order:

- Families where they do not have any access to devices or internet services.
- Families where their only devices are phones.
- Families where they do not have sufficient devices for the number of children needing to access learning.

Monitoring of engagement and the quality of education

The SLT will monitor:

- Daily engagement with the live sessions which will be recorded as a register.
- That this policy is being implemented effectively by teaching staff.
- Parental views via a half termly survey and monthly Head teacher/ parent forums.
- Staff workload through well-being discussions and staff meeting review sessions.

Team leaders will monitor:

- The quality of learning provision on Seesaw.
- The quality of feedback on Seesaw.
- Pupil submission of learning for their phase.

Teachers will monitor:

- Pupil progress in all subjects.
- The quality of pupil submissions

Communication and feedback

We are committed to working in close partnership with families. We will provide guidance to parents on how to use the online learning platforms and provide staff contact details for parents where they have queries related to their child's learning.

All families sign a Remote Learning Agreement (Appendix 2).

A parental feedback survey will be sent out every half term and they are invited to attend a live virtual Headteacher meeting at the end of each month.

Families are welcome to contact the school office with any general queries on office@fulbourn.cambs.sch.uk

Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff will collect and/or share as little personal data as possible online. Teachers and teaching assistants will not store pupils' personal data on their own personal electronic devices.

Links with other policies and documents

This policy is linked to our:

- Safeguarding policy
- Behaviour and Discipline policy
- Child protection policy
- Data protection policy and privacy notices
- E-safety policy and Acceptable Use policy
- Remote Learning agreement and risk assessment
- Our Approach to the Curriculum
- Our Approach to Teaching and Learning
- Our Approach to Assessment

Appendix 1: Home School Computer Loan Agreement

We are loaning you this computer for the benefit of your child in supporting and developing their education. With this computer your child will be able to build on and enhance their skills, knowledge and understanding.

1. The loan agreement exists between Fulbourn Primary School and the Named Person who has signed this loan agreement.

Pupil Name:

Parent/Carer's Name & Address:

2. The computer will be loaned to the named person for the duration of the period in which the child within their care is not in school as a result of closure due to the coronavirus.

Computer Serial Number:

Computer Name:

When your child either returns to school or ceases to be on the school roll you will have to return the computer. We will inform you of the dates by when or on which the computer must be returned.

3. Should you move address from the location you have given us, it is essential that you inform your school at the earliest opportunity.
4. You will be issued with a laptop and power supply. These remain the property of Fulbourn Primary School.
5. You will be able to install licensed legally purchased software and equipment such as printers and scanners on your computer. At no point must you open the computer and make changes to the inner hardware. You should not change any settings on the computer, for example, automatic updates and anti-virus.
6. The computer and the connectivity equipment must not be used for any illegal and/or antisocial purpose.
7. There may be occasions when we need you to return the computer to school for upgrades and maintenance. Please note that because of these upgrades, it may be necessary to completely remove all information contained on the computer. Fulbourn Primary School cannot be held responsible for the loss or damage of any data on the computer during this process. It is your responsibility to return the computer to school. During this process, technical members of staff may view data or programmes on the computer. You will be held responsible to the acceptable use policy at this point. You may want to remove personal data from the computer before its return.
8. All technical support and maintenance must go through Fulbourn Primary School.
9. If your computer is stolen or lost you must immediately report it to the police and get a crime reference number. Immediately report this to us; we will make every effort to replace the computer when we are able.
10. If your computer is accidentally damaged, immediately contact us. We will do our best to repair the damage, if this is not possible, replacement will be on a case by case basis. Any costs to repair the computer as a result of damage during the loan period will be the parent/carers' responsibility.

Responsibilities you have to care for your computer

11. You have a responsibility to take reasonable care to ensure the security of the computer and connectivity equipment.

12. You must not decorate or change the external face of the equipment provided in any way, including affixing stickers.
13. Reasonable health and safety precautions should be taken when using a computer. The school is not responsible for any damage to person or property resulting from the computer or equipment loaned.
14. The school is not responsible for any costs resulting from the use of the computer and the connectivity equipment, including electricity, printer cartridges, paper or any cost occurring from an internet service not provided by the school.

Responsibilities to keep your child safe:

15. It is the named parent/carers responsibility to ensure that the child remains safe online by supervising the child at all times and being familiar and complying with the schools e-safety policy.

I, the parent/carer, have read or had explained and understand the terms and conditions in the home loan agreement. I understand that by breaching the conditions the loan of the computer may be withdrawn by the school.

Signed: _____ Date: _____

Printed Name: _____

School employee issuing computer:

Signed: _____ Date: _____

Printed Name: _____

Appendix 2: Remote Learning Agreement

- I understand that an online lesson or focus group via Teams or Zoom will be subject to the same school rules which apply in face-to-face lessons.
- I will follow all instructions issued by my teacher, only using technology as they direct me to do.
- I will promptly log in to any session at the time it is scheduled to start.
- I will make sure my communication with teachers and other pupils is appropriate.
- I will be responsible for my behaviour and actions when accessing learning online. I know that comments I make online, either verbal or typed, are recorded and cannot be deleted.
- I will not try to contact my peers individually through school Zooms or Teams. I know that I must use other platforms organised and approved by my parents/carers to contact my friends for social purposes.
- I understand that my teachers will keep records of my attendance and behaviour online.
- I will not record or take photos of my teachers or classmates, or any lesson content without permission. I will not edit or share any recordings of lessons that are made available to me.
- I will not deliberately access or share any material which could be deemed illegal or offensive. If I come across such material I will report it to a suitable adult, either my teacher or parents.
- I understand that these rules are designed to keep me safe and that if they are not followed the normal school behaviour policy will be invoked.

Remote Learning Etiquette

- Ensure you are in a quiet, safe and appropriate environment with minimal distractions.
- Answer or log in promptly to learning sessions. It is your responsibility to be prepared to receive a Teams call or log in to Zoom before the scheduled start time for the lesson.
- Dress appropriately: as if it were a non-uniform day at school.
- Ensure you are attentive and follow all instructions, treating others with kindness, patience and respect, particularly where technical issues cause disruption.
- End your session when your teacher indicates it is complete.
- Make yourself recognisable online by using your first name and surname as your screen name. This makes registers much easier to take and ensures we know who we are admitting to calls.

Note for Parents/Carers:

For safeguarding reasons, we have some guidelines that we expect all families to follow:

- Only the child (and one parent/carer, if required) should appear on the screen for a call. Nobody else connected to the child or family should attempt to join the call from any other location.

- Your child must be supervised by you, in the same room, for the duration of the phone call or online meeting.
- Your child must be dressed appropriately – imagine they are coming to school on a non-uniform day.
- Please do not screen shot or record the meeting in any way – these would be images or voices in people’s homes and would not be appropriate to share with others.
- Please discuss expectations about conduct with your child – they should conduct themselves in the same way that they do in school. If learning in a group there is likely to be opportunities to share their thoughts and ideas, but they must listen to others when it is isn’t their turn.
- When teaching 1:1 or in small groups, as an additional safeguarding measure, Teams meetings will be recorded and saved on the school’s Office 365 account. These will be stored securely within the school’s account and will not be visible to any person without a Fulbourn Primary School Teams login. Recording is for the teacher’s and your child’s security and enables us to reduce the amount of staff present on each call.