

Chuter Ede Primary School



~ Remote & Blended Learning Offer ~

Appendix A- Remote and Blended Learning Safeguarding Procedures

Autumn 2024

Written by	SLT
Date for Review	Ongoing due to circumstances



CHUTER EDE PRIMARY SCHOOL – REMOTE & BLENDED LEARNING POLICY

**** This policy will become relevant in the event of a change to National schooling provision due to Government guidance or advice from Public Health England following an outbreak in school.**

There is no expectation from school that a child will work at home during any period of Covid related illness. However, if guidance requires your child to isolate, and they feel fit and well enough to access learning, remote work can be sent home as soon as it is practically possible for the class teacher to do so. We understand that many factors will affect your child's ability to access home learning, for example parents being affected by illness themselves, work commitments and the age of the child. In all situations school and home will work together to overcome barriers, adjust expectations appropriately and support the child and their family. **

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first instance, all children from Years 1-6, have access to Google Classroom, Times Table Rockstars, Scratch and Spelling Shed. In EYFS, a provisional pack of work will be made available from the office.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?



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- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, English work may be typed using Google Classroom, or if a child has completed a handwritten activity, they may need to upload a photograph for the teachers to assess.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

We are using Google Classroom as our digital platform.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- we can lend laptops or tablets to pupils, please contact the school office for further advice
- those needing support with internet access can contact us and we can advise regarding routers and dongles
- we can provide printed materials if you do not have online access



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- any work that cannot be submitted on the digital platform or via e-mail can be returned to school by yourself or collected by us, please contact the school office for further advice

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching and contact- this is at least once a week depending on year group and will usually be a PSHE and social interaction game or activity
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- in some cases, long-term project work and/or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- we understand that you are all restricted by your own personal circumstances and that some of you are managing your own work alongside more than one child. We ask that you do what you are able to in terms of engagement and that children partake in the live/pre re-corded meet wherever possible and attempt at least one of each subjects daily



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- we expect parents to support with remote education wherever possible and direct their child in a pattern and routine of learning

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Google Classroom allows us to monitor who is completing and engaging in tasks on a daily basis
- where engagement is a concern, we will contact you via telephone (this will show up as NO CALLER ID), by e-mail and if necessary we will carry out a doorstep visit

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- children will receive feedback in a number of ways and on a daily basis. Feedback will be via Google Classroom, by telephone, by e-mail, by voice recording and by live class sessions

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- Class teachers or SENCOs are regularly in contact with parents to check in, make sure work is accessible and offer support as needed.
- Parents are able to request paper copies of tasks to collect from the school office
- School is able to offer support if suitable technology is not available in the home or there are difficulties with internet access.
- Children's work is posted daily on Google Classroom for pupils in Y1-6. Differentiated tasks are sent via email to support some individual pupils.



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- Pupils in Foundation are able to access Tapestry to find daily tasks to complete, listen to stories and send in photos of their home learning. SEN children all receive a personalised email of planning.

Remote education for self-isolating pupils

Where individual pupils need to 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 groups. This is due to the challenges of teaching pupils both at home and in school. You will receive daily/weekly tasks that will match wherever possible the work being done in school. Google Classroom will still be used as the platform for this or printed materials if these are preferred.



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This document is written taking into account the guidance set by NSPCC (2021) and The DFE (2020)

Chuter Ede Primary School is committed to ensuring the safety and wellbeing of all its children and young people.

- Where a child has been identified as vulnerable, the school will ensure a robust communication plan is in place which will be monitored by the DSLs.
- All communication will be logged on Safeguard. Any concerns will be followed by appropriate actions.
- Where communication over email, video call or the phone has been unsuccessful, the DSL will attend the house.

Appropriate use of remote learning

Parents and children will:

- Ensure all members of the house hold are appropriate dressed, punctual and in a communal area.
- Use appropriate language including family members in the background, including the message board.
- Complete work on Google Classroom to the best of their ability and in a timely manner
- Inform school if their child will be unable to access learning that day, for example sickness
- Only use the links/websites provided by the class teacher.
- Ensure that for 1-1 appointments (such as wellbeing checks) an adult is present at all times with the child.



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Teachers will:

- Only use the Google Classroom platform and the school email address.
- Record live sessions and take an attendance register.
- Monitor attendance and raise concerns promptly with a DSL
- Ensure that any websites or resources are checked before sharing with the children.
- If working from home, ensure that phones are set to 'Hide caller ID'.
- Where a child is unable to access remote digital education, the teacher will provide paper resources and increase the regularity of phone calls.