



## Remote Learning Offer – September 2023

Our remote learning offer has been written with the government's guidance on remote education support (see link below) and the school's values and approach to teaching and learning in mind. Please note: we will constantly review and reflect on the remote learning offer, so it will be subject to change.

**Children who are sick (either due to Covid, or because of another illness experienced while isolating), are not expected to learn on the days when they would not be well enough to attend school.**

### **Key documentation:**

**DfE 'Providing Remote Education'**

[Providing Remote Education: Guidance for Schools March 2022 \(gov.uk\)](#)

**Get help with remote education**

[Get Help with Remote Education - GOV.UK](#)

### **Remote Learning:**

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

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

This might include:

1. **School closures or restrictions on attendance, where school access for pupils is restricted**
2. **Individual cases where a pupil is unable to attend school but is able to learn**

In these circumstances, pupils should have access to remote education as soon as reasonably practicable, though **in proportion to the length of absence and disruption to their learning.**

## **1. Remote Learning offer when there are school closures or restrictions on attendance, where school access for pupils is restricted:**

This remote learning offer applies when a whole class, year group or the school is required to close. Please see section 2 below for the remote learning offer for individual pupils.

The first two days of being educated remotely will look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

**Day 1 and 2:** To ensure children have some learning available on their first two days of remote learning, remote learning will be made immediately available, with a range of appropriate activities provided by the year group teachers.

**Subsequent days:** Thereafter, the class teacher and/or year group teachers will provide daily learning that matches as closely as possible the learning for children in school.

See the table below for further details.

Other features of the remote learning include:

- Daily learning to be summarised (with learning intention/objective, key questions, a brief explanation of what the activity entails if is not obvious). This could be an uploaded copy of the weekly plan that would normally be used in school. Instructions might be written, or an audio or video recording.
- Daily boards and/or PowerPoints that support the learning (to be uploaded using the PowerPoint feature embedded within Weduc or in pdf format for universal access)
- Any information to be used for reading/research to be uploaded using Word online (embedded within Weduc) or in pdf format (wherever possible)
- Planned learning will be easily completed in books or on paper (although families might choose to do this online, depending on the resources available)
- Instructional videos (sourced or created) are used to explain key learning, where appropriate
- Learning to be completed in books if possible (e.g. where the period of closure is known about in advance and children can take their books home). Books to go home with children and come back to school with them when they return. Exceptions might include (but are not limited to):
  - PowerPoint/Word creations
  - Typing up writing
  - Art
  - For any activities/subjects such as those above, children can complete learning on paper or using technology.
- Flexible approach to how activities can be completed (i.e. if the art is a pastel activity, children learning remotely can select an alternative media e.g. pencil/felt tip)
- Individual pupil folders to be used as the place for uploading any learning for review by the teacher

### **Curriculum:**

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, subjects that often contain more practical elements (such as PE and Science) may need to be adapted for teaching remotely. Teachers will seek to find ways to ensure the planned learning objectives can still be met through alternative activities.

We will strive, as far as possible, to ensure children can attempt the learning independently by designing learning challenges accordingly and providing appropriate resources (e.g. help sheets, videos, instructions, support materials). However, the degree of support needed by primary aged pupils will differ depending on the child's year group (with younger children needing more adult support) and their level of confidence. Staff will adapt and differentiate learning for those pupils who require this.

**Duration of daily learning:**

We expect that remote education (including remote teaching and independent learning) will take pupils broadly the equivalent to a usual school day to complete. Teachers will provide a suggested timetable, to help children and families structure their learning for the day/week. However, it is important to note that all children learn at a different pace and that the length of time learning takes will depend on: children's confidence, focus, level of adult support at home and the degree to which they want to explore topics (i.e. some children will naturally choose to spend longer on certain activities or topics, depending on their interests). We will aim to design challenges with a low threshold high ceiling approach in mind i.e. the activities should be accessible to all (with differentiation where necessary) but should contain ways for children to be extended.

**Accessing remote learning:**

All remote learning will be provided via the Weduc Home Learning platform.

Teachers will also make use of other online resources, which they will signpost from the year group learning areas in The Hub on Weduc.

**Supporting access to digital resources at home:**

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:

- Lend a school device to enable pupils to access and upload the learning. Parents should contact the school office for further information if this is required.
- Refer families to <https://get-help-with-tech.education.gov.uk/internet-access> if there are difficulties with internet access available at home.
- Offer technology support online or over the phone. For example, demonstrating how to access and upload learning.
- Provide 'help videos' to support parents and children to access Weduc.
- Offer printed copies of the learning where the above actions do not resolve the issue.

These solutions should enable pupils to access, complete and upload learning.

**Remote teaching:**

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

- Video calls with teachers to enable them to offer input into, explanations about and feedback on learning
- Recorded teaching made by Ridgeway teachers; audio/video recordings made elsewhere (e.g. Oak National Academy lessons)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities
- Links to relevant, quality online resources (e.g. Maths activities and games)

**Feedback and assessment of learning**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or self-assessment (via answer sheets) are also valid and effective methods, amongst many others. Our approach to feeding back on pupil learning is as follows:

- Teachers will review the uploaded learning daily
- Verbal feedback provided via Zoom (either individual or generalised feedback, depending on the size of group isolating and/or the nature of the activity and what the teachers judge will have the biggest impact on pupils), so they can act on this as quickly as possible to maximise impact on their learning.
- Children will be able to self-assess (where appropriate), for example when using answer sheets for Maths questions.

- Children will be encouraged to apply their skills of reflectiveness and make judgements about the quality of their learning, making changes and seeking further challenges where they deem necessary (as per the school's usual approach to building learning power skills in children).
- Teachers will provide each child with personalised feedback on one piece of learning each day. If families upload learning in the evening (after 3pm), the feedback will be provided on the next working day.

## **SEN**

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. Please see the Annex to the SEND Policy (Covid) that specifies the ways in which we will support children with SEND and their families:

## **Engagement**

Teachers will monitor children's attendance in the daily Zoom calls, their access to teaching and learning materials on Weduc and the learning being submitted via Weduc. Teachers will follow up with families (by telephone and/or video call) if they feel children are not engaging with the remote learning offer as fully as they could, and offer support, advice and encouragement as appropriate. If, even with support and guidance, children/families are still not engaging with the learning, the headship team will contact families to discuss the importance of children's engagement in the learning.

For non-engagement in learning and Zoom calls, the process will be as follows:

**Day 1:** Class teacher

**Day 2:** Leading Practitioner for the Phase

**Day 3:** HST

Details of the expectations of what children and families need to do are outlined in the table below.

The remote learning offer may differ depending on the situation. We have outlined below some of the potential scenarios and what will happen in each:

**Remote Learning Specific scenarios:**

Scenario	Learning Offer	School Role	Child/Family Role	Admin
<p><b>School status: partially open</b></p> <p><b>Whole class(es) isolating</b> (e.g. Public Health England have advised school to close a class/classes, so all pupils and teaching staff in that class are at home isolating for a set period of time)</p> <p>The same would apply if a whole year group was isolating in this way.</p>	<p>Daily learning which matches as closely as possible the learning that children would be doing in school (i.e. planned learning provides part of a continuum with the learning that has previously taken and which will take place in school once the class returns). This will include:</p> <ul style="list-style-type: none"> <li>• The weekly timetable/plan</li> <li>• Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&amp;2) – this will include any models or examples where available</li> <li>• PLOD and activity sheets/resources (EYFS)</li> <li>• Daily phonics (EYFS/KS1)</li> <li>• Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Day 1 and 2:</b> learning available in the ‘Home Learning’ area on Weduc immediately.</li> <li>• <b>From day 3:</b> Daily learning uploaded to the ‘Home Learning’ area on Weduc by 6:00pm the night before (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week.</li> <li>• Zoom sessions at set points during the day, to support those learning remotely. <ul style="list-style-type: none"> <li>○ For <b>Years 3-6</b>, teachers will host <ul style="list-style-type: none"> <li>▪ <b>a 30 minute ‘Learning Introduction’ Zoom session in the morning</b> (to explain the learning for the day ahead);</li> <li>▪ <b>a 20 minute follow-up Zoom session.</b> This can be used in whatever way the teacher feels would best support the children (e.g. to reflect on the day’s learning; for children to share completed learning; to introduce or input the next day’s learning; to do a group activity such as reading a story or to support Wellbeing etc).</li> </ul> </li> <li>○ For <b>Years 1-2</b>, teachers will host <ul style="list-style-type: none"> <li>▪ <b>a 20 minute ‘Learning Introduction’ Zoom session in the morning</b> (to explain the learning for the day ahead);</li> <li>▪ <b>a 20 minute follow-up Zoom session.</b> This can be used in whatever way the teacher feels would best support the children (e.g. to reflect on the day’s learning; for children to share completed learning; to introduce or input the next day’s learning; to do a group activity such as reading a story or to support Wellbeing etc).</li> </ul> </li> <li>○ <b>Nursery and Reception</b> children will have a <b>20 minute ‘Learning Introduction’ in the morning.</b></li> <li>○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally.</li> <li>○ Teachers can structure the call however suits the learning, although the first will usually involve an input to the learning potentially with</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Access the daily learning on Weduc</li> <li>• Attempt all of the daily challenges to the best of their ability</li> <li>• Upload at least one piece of learning for each day (this can be done during the day or later in the evening) by attaching learning in Weduc</li> <li>• Join the Zoom calls at the scheduled time</li> <li>• Parents/carers to discuss and support child with understanding and addressing any feedback given</li> <li>• Contact school if there are difficulties accessing learning on Weduc</li> </ul>	<ul style="list-style-type: none"> <li>• CTs to upload Day 1 and 2 learning to Weduc (in anticipation of potential absences)</li> <li>• CT to upload daily learning (for Day 3 onwards) by 6:00pm the day before</li> <li>• Non-engagement by children followed up by CT first, then LP, then HST</li> </ul>

Scenario	Learning Offer	School Role	Child/Family Role	Admin
		<p>instructional teaching, while the second can be used in a variety of ways, depending on what the teacher feels is best.</p> <ul style="list-style-type: none"> <li>○ The call is aimed at pupils and not parents.</li> <li>○ Calls will take place everyday during isolation.</li> <li>○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled.</li> <li>○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning and afternoon Zoom calls. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised.</li> </ul> <ul style="list-style-type: none"> <li>● Class teacher checks the learning being uploaded by pupils on a regular basis throughout the day.</li> <li>● Teachers will provide each child with <b>feedback</b> on one piece of learning each day. If families upload learning in the evening (after 3pm), the feedback will be provided by the next working day.</li> </ul>		
<p><b>School status: Closed to all pupils</b></p> <p><b>Full Lockdown</b> (e.g. The UK government enforce a full school lockdown so all children are learning at home)</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> <li>● The weekly timetable/plan</li> <li>● Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&amp;2) – this will include any models or examples where available</li> <li>● PLOD and activity sheets/resources (EYFS)</li> <li>● Daily phonics (EYFS/KS1)</li> <li>● Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Day 1 and 2:</b> learning available in the ‘Home Learning’ area on Weduc immediately.</li> <li>● <b>From day 3:</b> Daily learning uploaded to the ‘Home Learning’ area on Weduc by 6:00pm the night before (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week.</li> <li>● Zoom sessions at set points during the day, to support those learning remotely. <ul style="list-style-type: none"> <li>○ For <b>Years 3-6</b>, teachers will host <ul style="list-style-type: none"> <li>▪ <b>a 30 minute ‘Learning Introduction’ Zoom session in the morning</b> (to explain the learning for the day ahead);</li> <li>▪ <b>a 20 minute follow-up Zoom session.</b> This can be used in whatever way the teacher feels would best support the children (e.g. to reflect on the day’s learning; for children to share completed learning; to introduce or input the next day’s learning; to do a group activity such as reading a story or to support Wellbeing etc).</li> </ul> </li> <li>○ For <b>Years 1-2</b>, teachers will host</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Access the daily learning on Weduc</li> <li>● Attempt all of the daily challenges to the best of their ability</li> <li>● Upload at least one piece of learning for each day (this can be done during the day or later in the evening) by attaching learning in Weduc</li> <li>● Join the Zoom calls at the scheduled time</li> </ul>	<ul style="list-style-type: none"> <li>● CTs to upload Day 1 and 2 learning to Weduc (in anticipation of potential absences)</li> <li>● CT to upload daily learning (for Day 3 onwards) by 6:00pm the day before</li> <li>● Non-engagement by children followed up by CT first, then LP, then HST</li> </ul>

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<p><b>School status:</b> <b>Closed to all pupils except key workers</b></p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> <li>• The weekly timetable/plan</li> </ul>	<p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• Year Group TAs will staff year group Keyworker bubbles plus one teacher from the year group will be on site to support the children. The teachers will take it in turns, one week at a time, to support.</li> <li>• The other class teachers will support the children learning remotely. The teachers will take it in turns to do this, on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Access the daily learning on Weduc</li> <li>• Attempt all of the daily challenges</li> </ul>	<ul style="list-style-type: none"> <li>• CTs to upload Day 1 and 2 learning to Weduc (in anticipation of</li> </ul>

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	<ul style="list-style-type: none"> <li>• Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&amp;2) – this will include any models or examples where available</li> <li>• PLOD and activity sheets/resources (EYFS)</li> <li>• Daily phonics (EYFS/KS1)</li> <li>• Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Children learning remotely will be allocated to another of the year group’s teachers to join their Zoom calls during the weeks when their class teacher is in school.</li> </ul> <p><b>Children accessing remote learning at home:</b></p> <ul style="list-style-type: none"> <li>• <b>Day 1 and 2:</b> learning available in the ‘Home Learning’ area on Weduc immediately.</li> <li>• <b>From day 3:</b> Daily learning uploaded to the ‘Home Learning’ area on Weduc by 6:00pm the night before (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week.</li> <li>• Zoom sessions at set points during the day, to support those learning remotely. <ul style="list-style-type: none"> <li>○ For <b>Years 3-6</b>, teachers will host <ul style="list-style-type: none"> <li>▪ <b>a 30 minute ‘Learning Introduction’ Zoom session in the morning</b> (to explain the learning for the day ahead);</li> <li>▪ <b>a 20 minute follow-up Zoom session.</b> This can be used in whatever way the teacher feels would best support the children (e.g. to reflect on the day’s learning; for children to share completed learning; to introduce or input the next day’s learning; to do a group activity such as reading a story or to support Wellbeing etc).</li> </ul> </li> <li>○ For <b>Years 1-2</b>, teachers will host <ul style="list-style-type: none"> <li>▪ <b>a 20 minute ‘Learning Introduction’ Zoom session in the morning</b> (to explain the learning for the day ahead);</li> <li>▪ <b>a 20 minute follow-up Zoom session.</b> This can be used in whatever way the teacher feels would best support the children (e.g. to reflect on the day’s learning; for children to share completed learning; to introduce or input the next day’s learning; to do a group activity such as reading a story or to support Wellbeing etc).</li> </ul> </li> <li>○ <b>Nursery and Reception</b> children will have a <b>20 minute ‘Learning Introduction’ in the morning.</b></li> <li>○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally.</li> </ul> </li> </ul>	<p>to the best of their ability</p> <ul style="list-style-type: none"> <li>• Upload at least one piece of learning for each day (this can be done during the day or later in the evening) by attaching learning in Weduc</li> <li>• Join the Zoom calls at the scheduled time</li> <li>• Parents/carers to discuss and support child with understanding and addressing any feedback given</li> <li>• Contact school if there are difficulties accessing learning on Weduc</li> </ul>	<p>potential absences)</p> <ul style="list-style-type: none"> <li>• CT to upload daily learning (for Day 3 onwards) by 6:00pm the day before</li> <li>• Non-engagement by children followed up by CT first, then LP, then HST</li> </ul>



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		<ul style="list-style-type: none"> <li>○ Teachers can structure the call however suits the learning, although the first will usually involve an input to the learning potentially with instructional teaching, while the second can be used in a variety of ways, depending on what the teacher feels is best.</li> <li>○ The call is aimed at pupils and not parents.</li> <li>○ Calls will take place everyday during isolation.</li> <li>○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled.</li> <li>○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning introduction and afternoon reflection Zoom calls. They will not host a morning reflection call. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised.</li> <li>● Whether working remotely or taking their turn on site, the class teacher checks the learning being uploaded by pupils from their class each day.</li> <li>● Teachers will provide each child with <b>feedback</b> on one piece of learning each day. If families upload learning in the evening (after 3pm), the feedback will be provided by the next working day.</li> </ul> <p><b>Keyworker children on site:</b></p> <ul style="list-style-type: none"> <li>● Children are supported to access the daily learning (i.e. the same learning as that uploaded to 'Home Learning' on Weduc).</li> </ul>		

## 2. Remote Learning offer for individual cases where a pupil is unable to attend school but is able to learn:

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

**For most pupils who have an infectious illness, they will not be well enough to learn. There is no expectation for any child to learn at home whilst they are unwell.**

The remote learning offer below only applies if a pupil is required\* to isolate but does not have any physical symptoms.

*\*The isolation must be required by government guidance or a specific medical reason that has been agreed by the school.*

Scenario	Learning Offer	School Role	Child/Family Role
<p><b>School status: open for all</b></p> <p><b>Individual child isolating BUT is well enough to learn</b> (e.g. due to following government guidance regarding an infectious disease or recovery from illness/accident)</p>	<p>Year Group specific remote learning for days 1-5 to include:</p> <ul style="list-style-type: none"> <li>Links to activities, programs and sites that support the curriculum learning.</li> </ul> <p>If isolation extends beyond 5 days, cases will be discussed on an individual basis to identify the most appropriate learning offer for the child.</p>	<ul style="list-style-type: none"> <li><b>Day 1 to 5:</b> learning, for children well enough, is available in the 'Home Learning' area on Weduc.</li> <li><b>Day 6 and beyond:</b> class teacher to communicate with parents/carers on a case-by-case basis to agree the best approach for remote learning for the remaining period of isolation. This may include: <ul style="list-style-type: none"> <li>Learning that aligns with the daily class learning at school</li> <li>Opportunity for contact/feedback e.g. phone call or Zoom call at agreed times</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Access the remote learning on Weduc</li> <li>Attempt the challenges to the best of their ability</li> <li>Contact school if there are difficulties accessing learning on Weduc</li> </ul>

## Appendices

### Appendix 1:

Times of Zoom calls to classes in the event of: whole class isolation, a partial lockdown or a full lockdown

	<b>Learning Introduction</b>	<b>Learning Follow-Up</b>	<b>Drop-in Call (optional for children)</b>
<b>Year 6</b>	8:45 – 9:15am	11:30 – 11:50am	2:30-2:50pm
<b>Year 5</b>	9:15 – 9:45am	11:50am – 12:10pm	
<b>Year 4</b>	9:45 – 10:15am	12:40 – 1:00pm	
<b>Year 3</b>	10: 15 – 10:45am	1:00 – 1:20pm	
<b>Year 2</b>	10:45 – 11:05am	1:20 – 1:40pm	
<b>Year 1</b>	11:05 – 11:25am	1:40 – 2:00pm	
<b>Reception / Nursery</b>	11:25 – 11:45am		

- Zoom sessions will start and finish promptly at the allotted times.