

Kings Caple Primary Academy Remote Education Plan



In the event that your child needs to self-isolate or lessons are suspended for any period of time, we aim to establish a rigorous home-learning protocol to enable children to continue their education away from the school site with appropriate support structures, ensuring equality for all of our children.

This plan aims to set out:

- Procedures and expectations for distance learning
- A framework for learning and associated resources to support children's learning
- Consistent expectations for children, parents, and staff

Should your child be subject to self-isolation, bubble isolation or the school being forced to close or go through sustained periods of extended closure due to the virus, all children will be provided with a range of learning resources.

The school aims to support families to access these resources through online teaching resources and lessons. We will provide a suggested structure for families to follow and there is the expectation by the government and the school that families follow these suggestions.

During these times, we will ensure teachers are able to interact with children and families through the following methods:

- Phone Contact
- Emails
- Google Classroom (the main learning platform for Y2-Y6 children)
- Seesaw (the main learning platform for EYFS children)

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 daily (less for younger children in Reception class).
Key Stage 2	4 hours daily

Accessing Remote Education

We aim to provide learning through other online applications to seamlessly provide learning content within Google Classroom and Seesaw. All children/parents have been given opportunities to use these tools since September 2020 and are familiar with how they work.

We aim to:

- ensure pupils receive clear explanations.
- support growth in confidence with new material through scaffolded practice.

- Provide opportunity for the application of new knowledge or skills.
- Ensure pupils receive feedback on how to progress

Learning will usually take the format of an 'explicit teaching' content - such as an introduction through an animated power point or video with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications. Additionally, some learning materials will be dedicated for practice on fluency and recall.

Some examples of the supplementary applications that may be used are shown below:

- Maths (TTRockstars, MyMaths,123maths)
- English (Nessy, Dylexia Gold, Phonics Play, SPAG.com)

Please note that all learning materials produced by a school can be shared widely. However, pupil logins to website subscriptions that the school has purchased must not be shared externally.

Whilst we are using Seesaw and Google Classroom to interact with parents and children, we will plan to ensure that there will be limited screen-time and as many practical/creative activity opportunities as possible.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments within Google Classroom or Seesaw. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. Your child will receive feedback by the end of the working school week. Your child's teacher will share a timetable of activities or events for the week specific to your child, which may be different from their siblings attending the same school.

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

We acknowledge and realise the difficulty that some families may face due to the lack of digital devices. Parents have been given regular reminders to contact the school to discuss any difficulties they may be experiencing or they feel they will experience in the event of a lockdown. We have applied for help from the Government support schemes, offering to support families by lending school-owned devices to pupils where absolutely no alternative solutions can be found. If we do not receive the support from the Government in time, we can also provide printed materials in the short term which can be returned to school weekly.

SEND Support

Children will continue to be supported throughout the period of the shutdown. This may take the form of 1:1 mentoring/contact (Teachers and TAs) or specific learning activities set where appropriate.

Support from outside agencies such as Speech and Language therapists may continue. Families will be contacted separately by these agencies.

Online Safety & Safeguarding

Up-to-date policies can be found on our school website. If you have any concerns during lockdown, please contact the school immediately via phone or email. Our Designated Safeguarding Lead is Mr Gittins. Mrs Talboys is Deputy Designated Lead.

It is important to remember that we fully understand the challenges of Home Education whilst handling other work and family commitments. We will provide a range of learning materials for support but will

also try to support parents and respond to their enquiries with the aim of making this experience as successful as possible.

Appendix 1

In the event of a local lockdown or a class bubble being closed, the Government has asked:

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision.

On hearing of a local lockdown, national lockdown or class closure, the school will switch to a remote learning environment (Google Classroom and Seesaw). The details previously shared with parents are outlined below.

In developing these contingency plans, schools are expected to:	How we are doing this at Kings Caple Primary Academy
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.	Continue with planned curriculum sequence as normal Access to online resources such as Oak National Academy, White Rose etc.
Give access to high quality remote education resources.	Offline resources specifically designed by staff.
Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.	Remote Education will cover all subjects in an engaging format. Google Classroom for pupils from Year 2 through to Year 6.
Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.	All children are accessing weekly for homework tasks and have had live meets in school and at home. Parents are encouraged to help children to set up Google Classroom to access work and support if their child is unable to access the work independently in the first instance. Work planned will be ability appropriate and accessible. Seesaw for Early Years – = Reception and Year 1 Adults will need to access Seesaw with their child.
When teaching pupils remotely, schools are expected to:	
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.	Provide a weekly overview. Suggested Daily timetable with a full range of subjects including basic skills in maths and English.
Teach a planned and well-sequenced curriculum so that knowledge and skills are	Lessons sequenced to build on prior learning.

<p>built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</p>	
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.</p>	<p>Google Classroom allows staff to be able to upload videos, online learning material and offline material designed by staff to provide a wide range of subjects, activities and resources to provide a broad and balanced curriculum.</p>
<p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.</p>	<p>Staff will be using Google Classroom on a daily basis within normal working hours. A normal timetable of work will be shared on Google Classrooms and Seesaw and it is expected that the children will complete all activities. Staff will regularly feedback to children using features in Google Classroom. Staff will assess work submitted and will check for evidence of understanding during live meets and other communication. Planning will be adjusted to provide more support or challenge where necessary.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</p>	
<p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, <i>ideally</i> including daily contact with teachers (or teaching assistants).</p>	
<p>How parents can support remote education & distance learning</p>	
<p>Establish routines and expectations</p>	<p>It is important to develop good habits from the start. Create a flexible routine and talk about how it's working overtime. Chunk your days into predictable segments. Help children get up, get dressed and ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in.</p>
<p>Choose a good place to learn</p>	<p>Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers and Kings Cople team will do the same.</p>

<p>Stay in touch</p>	<p>Teachers will mainly be communicating through our online platform on a regular basis. Please stay in contact with class teachers, support staff and school leaders using Google Classroom /Seesaw/email. Please understand it may take a day or two for us to respond. If you have concerns, let someone know it's more urgent.</p>
<p>Help children 'own' their learning</p>	<p>No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice, praise and resilience.</p>
<p>Establish times for quiet and reflection</p>	<p>For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day.</p>
<p>Encourage physical activity and exercise</p>	<p>Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged.</p>
<p>Show that you're interested in their education.</p>	<p>In the morning, you might ask:</p> <ul style="list-style-type: none"> • What classes/subject do you have today? • How will you spend your time? • What resources do you need? • What can I do to help? <p>At the end of the day you might ask:</p> <ul style="list-style-type: none"> • How far did you get in your learning tasks today? • What did you discover? What was hard? • What could we do to make tomorrow better?

Communication

These brief grounding conversations matter. Checking in helps them to process instructions they received from their teachers, and it helps them organise themselves. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help children develop self-management and executive functioning that are essential skills for life. Parents are good life coaches.

Reading is fundamental

Sharing a book with a child is fun! It's a time for closeness, laughing and talking together – and it can also give children a flying start in life and help them become lifelong readers.

If you're not feeling confident about reading aloud or sharing books, don't worry – there's no right or wrong way to enjoy a story together. Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story. Most of all, just have fun! Don't be afraid to act out situations or use funny voices... your little ones will love it!

Common questions

How will my child with Special Educational Needs be supported?

All children who have identified special educational needs will have additional personalised support and resources posted onto their account. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve.

Will my child receive a phone call from their teacher whilst they are at home?

Teachers will be able to interact regularly with their pupils through Google Classroom. We will also be able to communicate through emails and phone calls. As with the last lockdown, we would be making wellbeing calls to all of our families.

Why are the teachers not delivering live lessons all the time?

At Kings Cople Primary Academy, we will ensure that we have arranged live 'Google Meets' with our children but this won't be every day, all day. We respect the rights of our staff (and their families) as well as our children and their families. We aim to get the balance right and whilst there is a lack of proven effectiveness and appropriateness for primary school aged children to attend live lessons, we will be posting some pre-recorded lessons online.

In addition, live lessons mean that both a device, children and staff have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child or children. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning.

Live lessons require both a device and a greater internet band width that not all families have access to, creating an inequality of opportunity. For families with more than one child isolating, there would be an even higher demand on the availability of technology at a specific time.

In the classroom, teachers are highly skilled at being responsive to the children's needs. However, this type of interaction is not possible in the same way online. On the other hand, a pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class. Whereas, due to the nature of online video communications, a live lesson to 30 children at once would have a more blanket/passive approach. Google Classroom also allows the teaching staff to give instant personal verbal or

written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home.

How do I keep my child safe whilst accessing remote learning?

Parents need to make sure that children are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe.

It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time.

Appendix 2

Home Learning Expectations

Class 1 Home Learning Expectations

In the event of a two-week Lockdown (bubble lockdown):

- Children will have a story uploaded on Seesaw each day
- Weekly timetable will be uploaded to Seesaw each week
- All lessons will be available for the children on Seesaw
- There will be no expectations for work to be printed at home
- Teachers will reply to comments between the hours of 9am and 5pm
- For any urgent enquiries please contact Mr Gittins (jgittins@kc.hmfa.org.uk)
- Google Meet to be conducted once a week or twice during the lockdown period

In the event of a full lockdown (EYFS cont):

- Children will meet with their class teacher via Google Meet weekly or more.
- Children will have a story uploaded on Seesaw each day
- Weekly timetable will be uploaded to Seesaw each week
- All lessons will be available for the children on Seesaw
- There will be no expectations for work to be printed at home
- Teachers will reply to comments between the hours of 9am and 3.30pm
- For any urgent enquiries please contact Mr Gittins (jgittins@kc.hmfa.org.uk)
- Ensure your child is appropriately dressed (fully clothed) for Google Meets

Year 2 – Year 6 Home Learning Expectations

In the event of a two-week lockdown (Bubble lockdown):

- Children will have a Google Meet with their teacher at least twice during the lockdown period which will be scheduled on their Google Classroom Stream page.
- Children will have a timetable uploaded to their Google Classroom Stream/Classwork page for lessons that week.
- For each lesson, children will need to complete work on attached Google Doc or upload picture of their paper based work (insert image on Google Doc).
- Children must ensure they have clicked 'Turn In' when they have completed their work so that it is sent to their teacher.
- All children have been given a homework book to use when necessary.
- There will be no expectation for work to be printed at home although you may choose to do so.
- Teachers will reply to comments between the hours of 9am to 3.30pm.
- For any urgent enquiries please contact Mr Gittins (jgittins@kc.hmfa.org.uk)
- Ensure your child is appropriately dressed (fully clothed) for Google Meets with their class.

In the event of a full lockdown:

- Children will have a timetable uploaded to their Google Classroom Stream/Classwork page for lessons that week.
- For each lesson, children will need to complete work on attached Google Doc or upload picture of their paper based work (insert image on Google Doc).
- Children must ensure they have clicked 'Turn In' when they have completed their work so that it is sent to their teacher.
- All children have been given a homework book to use when necessary.
- There will be no expectation for work to be printed at home although you may choose to do so.
- Teachers will reply to comments between the hours of 9am to 3.30pm.
- Children will meet with their teacher via Google Meet at least twice a week at an allocated time. Children will be notified of this on their Google Classroom Stream page.
- For any urgent enquiries please contact Mr Gittins (jgittins@kc.hmfa.org.uk)
- Ensure your child is appropriately dressed (fully clothed) for Google Meets with their class

Appendix 3



Online Home Learning Guidelines

I want to stay safe online and I know that anything I do on the computer, phone, tablet or internet may be seen by someone else.

I will:

- Only open pages which my parent, carer or teacher have said are okay
- Talk to my parent, carer or teacher before using anything on the internet that I'm unsure about
- Tell my parent, carer or teacher if anything makes me feel scared or uncomfortable
- Make sure all the messages I send and comments I leave are polite and positive
- Tell my parent, carer or teacher if I get a nasty message or something makes me feel uncomfortable, and do not reply
- I will not give my phone number or address to anyone online.
- I will not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend)
- I will not upload photographs of myself onto the computer or internet without my parent or carer's permission
- I will keep any passwords I have private
- Only speak to people I know online and on the phone.
- I will never agree to share photos, phone, video call or meet a stranger.
- Always make sure my parent/carer knows who I am talking to or messaging.

Google Classroom

- When using Google Classroom, the teacher may let children comment, or they may have turned comments off.
- If you are allowed to comment you must remember our learning on online behaviour - you are polite and positive and comments should be related to your learning.
- Remember - teachers can see exactly who posts what on Google Classroom.
- If your teacher wants you to create a post, for example taking a picture of your Home Learning Project, they will enable you to create posts for that time.
- If you are posting photos of your learning, please remember to do so safely – remember to always check with your parent/carer before uploading a photo, and try to make sure your photo is of the learning, not the child.
- All children must be suitably dressed and in a suitable location

UNACCEPTABLE USE Examples of unacceptable use include, but are not limited to:

- Creating or sending any messages or comments that might upset other people.
- Using another person's username and password e.g. to access a device or website.
- Looking at, or changing work that belongs to other people without their permission.
- Wasting time or resources on school computers.
- Sharing pictures or making video calls without checking with your parents/carers

I think these are great rules to keep us all safe and I agree to keep them. I promise to do my best to help others to keep these rules too.

Name	
Class	
Date	

Appendix 4

This agreement is between:

Kings Caple Primary Academy
Kings Caple
Hereford
HR1 4TZ

1) ("the parent" and "I")

and governs the use and care of devices assigned to the parent's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school's policies.

1. The school is lending the pupil an iPad, for the purpose of assisting with access to learning schoolwork from home and homework]
2. This agreement sets the conditions for taking a Kings Caple Primary Academy iPad home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

2. Damage/loss

By signing this agreement, I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times.

If the equipment is damaged, lost or stolen, I will immediately inform the school, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment.

If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable use

I will monitor my child's use of the iPad on the internet at home to ensure that only appropriate websites are accessed.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination

- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour policy, if the pupil engages in any of the above **at any time**.

4. Personal use

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

Insert your school's device protection measures. We include suggestions here:

- Keep the equipment password-protected
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact Jo Brace on the email it@hmfa.org.uk or ring the school 01432 840267.

6. Return date

I will return the device in its original condition to the school office within 7 days of being requested to do so or by 16th July 2021.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Device details

iPad Model version and Number	
iPad Name:	
iPad Serial Number:	

8. Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	
DATE SIGNED	