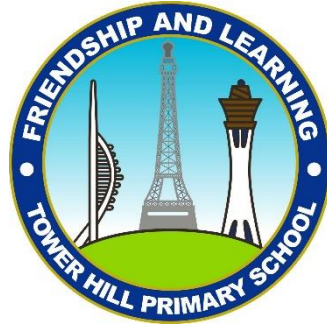


Tower Hill Primary School



Remote Learning Strategy for Continuity of Education

To be read in conjunction with Remote Learning Policy 2024 - 2025

Aims:

- Ensure consistency of education and provision for children who are not in school
- Ensure consistency in approach to remote learning for children who are not in school
- Ensure expectations of remote learning remain high for all children
- Set out expectations for all members of the school community about remote learning
- Provide appropriate guidelines with regards to data protection and safeguarding

Categories	Parents will:	For individual children not attending, class closure and full school closure, we will:
Safeguarding and Child Protection	<ul style="list-style-type: none"> ➤ Notify school of any concerns regarding safeguarding and child protection ➤ Inform school via phone call or through Arbor of any absence ➤ Ensure that your child participates in all remote learning unless school is otherwise informed 	<ul style="list-style-type: none"> ➤ Initiate contact on the first day of the child's absence (this could be initially via the school office with subsequent contact being made by Pastoral Team/SLT) ➤ Class teachers will have daily interactions via SeeSaw ➤ Staff will monitor access to remote learning and engagement. If children are not accessing learning, class teachers to inform SENCo/HT. ➤ Staff to keep updated chronological log of any communications between parents and children and any actions taken using My Concern. ➤ In the case of a whole class/school closure, Pastoral team to monitor engagement of SEND and Disadvantaged children and intervene accordingly to support parents and children. ➤ Collate weekly attendance figures for absent children and take appropriate action.
Absence	<ul style="list-style-type: none"> ➤ Follow the reporting arrangements for child absence to ensure school staff are aware that the child won't be attending remote learning and can complete registers as appropriate 	<ul style="list-style-type: none"> ➤ Provide remote learning within 48 hours of the first day of absence for the child to complete
Teacher absence due to illness	<ul style="list-style-type: none"> ➤ N/A 	<ul style="list-style-type: none"> ➤ Continue to provide remote learning by other members of the staff teaching team - the member of staff will be decided on a day to day basis depending on operational needs on any given day.
When remote learning provision starts	<ul style="list-style-type: none"> ➤ Distinguish between weekdays and weekends to separate home and school life ➤ If possible, designate a dedicated working space which can be 'packed away' at the end of the school day ➤ Create and stick to a routine 	<p>For individual children who cannot attend school:</p> <ul style="list-style-type: none"> ➤ When the school is notified of a child's absence, the class teacher will be informed and will ensure appropriate work is uploaded for the child to complete within 48 hours of the first day of absence. <p>For whole class/school closures:</p>

	<ul style="list-style-type: none"> ➤ Create times for exercise/rest breaks throughout the day 	<ul style="list-style-type: none"> ➤ On the first day of a planned closure, work will be uploaded to SeeSaw for each year group and information shared with parents via Arbor/the school website on how to access learning.
Teacher, child engagement access to remote learning facilities	<ul style="list-style-type: none"> ➤ Support their child to access tasks ➤ Inform the school if there are any problems with accessing the remote learning ➤ Communicate with the class teacher about any concerns or to celebrate any success 	<ul style="list-style-type: none"> ➤ Provide remote learning that will secure high levels of engagement, ensuring that lessons are well planned, inspiring and are scaffolded sufficiently to allow all levels of learner to achieve ➤ Ensure that lessons are clear so that they are accessible to all with signposts towards high quality sources that can support learning ➤ Maintain a record of children who do not have access to devices/internet and take appropriate action to support remote learning and find solutions eg: providing hard copies
Class timetables	<ul style="list-style-type: none"> ➤ Ensure opportunities are supported for the child to undertake sustained periods of learning based on timetabled/set learning ➤ Be responsible for managing time so that work can be completed on time 	<ul style="list-style-type: none"> ➤ Share timetables for remote learning and ensure appropriate work is uploaded ➤ Provide a broad and balanced curriculum which is closely matched to the work that would/is taking place in the classroom ➤ Communicate with parents to support with remote learning where needed
Feedback and assessment	<ul style="list-style-type: none"> ➤ Communicate with school staff via phone calls to the school office or through the class email address 	<ul style="list-style-type: none"> ➤ Apply the principles of our feedback policy ➤ Provide feedback via SeeSaw ➤ Adapt lessons where necessary based on assessment for learning in line with our feedback policy ➤ Continue to use regular assessment opportunities eg: Quiz of the Week ➤ Provide feedback through rewards eg: use of Let's Celebrate, Dojos, certificates etc
Maths Curriculum and provision	<ul style="list-style-type: none"> ➤ Provide their child with an appropriate place to work so that they are able to concentrate and undertake the work set. ➤ Support (if necessary) children to access home learning ➤ Communicate with school staff via phone calls to the school office or through the class email address 	<ul style="list-style-type: none"> ➤ Follow Long and Medium Term Planning for Maths to ensure curriculum coverage ➤ Adapt maths lessons as necessary to address misconceptions ➤ Use Times Tables Rockstars and My Maths where appropriate to support with maths learning
English Curriculum and provision	<ul style="list-style-type: none"> ➤ Provide their child with an appropriate place to work so that they are able to concentrate and undertake the work set. 	<ul style="list-style-type: none"> ➤ Follow Long and Medium Term Planning for English (including reading skills, writing, grammar and spelling) to ensure curriculum coverage ➤ Adapt English lessons as necessary to address misconceptions

	<ul style="list-style-type: none"> ➤ Support (if necessary) children to access home learning ➤ Communicate with school staff via phone calls to the school office or through the class email address 	<ul style="list-style-type: none"> ➤ Ensure that children have access to relevant texts to be able to access the learning
Wider Curriculum provision	<ul style="list-style-type: none"> ➤ Provide their child with an appropriate place to work so that they are able to concentrate and undertake the work set. ➤ Support (if necessary) children to access home learning ➤ Communicate with school staff via phone calls to the school office or through the class email address 	<ul style="list-style-type: none"> ➤ Follow Tower Hill's curriculum and medium term planning and objectives for all subjects ➤ Provide lessons which have been adapted for remote learning but still meet the requirements of the curriculum ➤ Monitor timetables and content to ensure that children still receive a broad and balanced curriculum
Staff wellbeing and workload	<ul style="list-style-type: none"> ➤ Continue to be supportive, patient and understanding and ensure that they are respectful of working hours. 	<ul style="list-style-type: none"> ➤ Work together to ensure that workload is divided between team members each week during PPA ➤ Ensure that members of the Pastoral team and SLT are available to support with 'extra' workload due to remote education provision ➤ Support staff at all levels to effectively manage workload and maintain a work-life balance