



# Remote Learning Policy

## Clarity Independent School

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Overall responsibility for Quality Assurance in **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher



## Remote Education Provision at Clarity Independent School Information for parents

This information is intended to provide clarity and transparency to pupils and parents or care-givers about what to expect from remote education where national or local restrictions require pupils 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?

**Cobras and Guinea Pigs:** Pupils should be able to log onto Teams using their logins provided by their keyworker at school. Work is set on Teams for lessons by 9.15am. Keyworkers are available to call pupils back to help log on or need other help. Please call the school office to request a call back message to be passed onto a keyworker.

**Panthers:** Pupils will be taught each morning lesson via Zoom at the usual timetabled times, beginning at 9.15am. They will be emailed their link to the zoom meetings by their keyworker in the morning before 9.15. keyworkers will be available to help children log in by telephone call, please call the school office for a message requesting a call back to be passed onto a keyworker.

**All classes:** Children are taught and provided work for lesson 1 (9.15 - 10.00), lesson 2 (10.30 - 11.15) and Lesson 3 (11.15 - 12.00). Cobras also have an additional lesson between 1pm and 1.50pm. There will be one more informal lesson in the afternoon which is usually set by email to complete at your own pace, which we try to keep practical, e.g. a practical cooking activity, garden activity, art activity, pupils' own choice e.g. walk or bike ride, or own project (children enjoy sending their photos of their activities into school.) Keyworkers are available during the afternoons for wellbeing calls with children / parents / care-givers of children who have not managed to log on or want to have some support with work that has been set on a 1:1 basis.

In addition to the above, French classes are on Monday afternoons at 2pm via zoom for those who have booked in. German is also provided at this time, or Friday afternoons depending on your group. Your keyworker will arrange this with you on zoom. Wellbeing sessions are arranged via zoom on an individual basis, as is SALT therapy. OT has been put on hold until we can meet the therapist face to face.



## 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?

We teach the same English, Maths, Science and Humanities curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it will not be possible to conduct experiments in Science, so this will be more theory than usual temporarily. In English, we may need to make work less taxing and work at a slower pace, since it is more difficult to differentiate work closely to children's needs online than it is in person.

Across all subjects, we will be covering less depth to the curriculum and working at a slower pace. This is because:

- It takes much longer to deliver lessons online than face to face, so we find that we cannot cover as much material.
- We also find that it is more challenging for students to stay focussed when working remotely, as peer interactions and a working atmosphere and culture are more difficult to foster when working online in different locations.
- There seem to be more distractions when working remotely.
- Children with SEND and / or SEMH can often find extra challenges, such as feeling more isolated, lonely, out of routine, struggling with the change, social difficulties such as a difficulty understanding the mute facility / taking turns to speak / speaking much more slowly to be heard clearly / having to be patient with internet / connection difficulties.

We will do our best!

## 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 2 (Panthers)	<p>9.15 - 10 = 45 minutes</p> <p>10.30 - 11.15 = 45 minutes</p> <p>11.15 - 12 = 45 minutes</p> <p>Afternoon activity at own pace = 1 hour</p> <p>Keyworker individual one to one sessions to catch up / for further explanation of work and further practice / One Plan interventions and therapies = 45 minutes</p>
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	Total: 4 hours
Key Stage 3	<p>9.15 - 10 = 45 minutes</p> <p>10.30 - 11.15 = 45 minutes</p> <p>11.15 - 12 = 45 minutes</p> <p>1 - 1.45 = 45 minutes</p> <p>Afternoon activity at own pace = 1 hour (could be French or German Mondays and / or Fridays or another subject Tues to Thurs)</p> <p>Keyworker individual one to one sessions to catch up / for further explanation of work and further practise / One Plan interventions and therapies = 1 hour</p> <p>Total: 5 hours</p>

## Accessing remote education

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

Cobras and Guinea Pigs access via Teams. Logins have already been provided. Keyworkers call parents / care-givers if child has not logged in by 9.15am to support access. Keyworkers conduct wellbeing calls during afternoon for children who have been unable to access lessons via Teams for other reasons.

Panthers, same as above but via Zoom. Keyworkers will email links out to parents, with lesson order and times by 9.15 am.

### 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:



All children have been checked as to whether they have internet and access to a laptop all day at home within the school hours, and offered a school laptop to take home where this has been disclosed by parents / care-givers and agreed according to the school's e-safety policy.

In times where it has been necessary to lockdown for only one day or a short time without notice, it has not been possible to send laptops home, unless parents / care-givers can come to the school and collect them. Resource packs have been provided for children to take home, which contain everything a child would typically need for a lesson (pens, pencils, paper, colouring pencils, white board and dry wipe pen, ruler etc.) These are issued the day the school locks down, but are not possible to issue if we only lock down for one day without notice (e.g. due to snow or like recently due to a flood in the school.) Other work is printed out at school and posted to children who do not have access to a printer at home.

Work is submitted by pupils via Teams, or via parents emailing work back to the school, or children photographing their work and emailing it back. Keyworkers print this out and stick it into the child's school book so that continuity can be seen through the curriculum when he child returns to school.

## How will my child be taught remotely?

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

- Live teaching (online lessons via Teams, Zoom or phone calls)
- Individual sessions on zoom (pre-arranged and only where EHCP plans necessitate)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks (e.g. Pearson and Kerboodle) and reading books (e.g. Fiction Express) pupils have at home or online
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences



## 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?

**A message for our pupils:** Since we have provided a thorough remote education package and tried to make this as accessible and flexible as possible for all children, based on their individual needs, we would like every pupil to try to engage in some way. It will help you to feel part of the school community if you actively engage in the activities and tasks we are completing together online, and this will help you not to feel isolated.

If you feel lonely or afraid, it is important to speak to someone and get help. Your keyworker is available every day on the phone before lessons start in the morning to help you log on and join in. You can call them on 01245 408 606 and Jenny will give them a message to call you back. They are also available during the afternoon to talk to you and encourage you, or to go over work you may not have understood fully or if you need extra practise. They are available to talk to you and listen to you if you are feeling sad too. It is really important to use these resources to get the most out of remote learning, until we can all come back to school every day again.

**A message for our parents and care-givers:** In order to achieve as many children as possible logging online and participating in the school community tasks, we will need parents and care-givers' support. We recognise the vast part parents and care-givers play in helping and supporting their children to access learning online and stay focussed throughout. Tips like keeping to your child's usual term time routine and medications, keeping to the daily school timetable, using a 'first' and 'then' approach to learning time and down time / play time, will most likely be very useful for parents / care-givers to follow during this time. Thank you for all your support, we couldn't do this without you!

**A message for everyone:** from Youth Mental Health Ambassador. Dr Alex George has shared his 'top five tips' for young people's good mental health and wellbeing. This is live on the Department for Education's [\*YouTube channel\*](#). He recommends:

1. Get outside! Getting some daylight really helps lift your mood.
2. Exercise! A run / walk / bike ride increases blood to the brain and endorphins (happy hormones)
3. Phone a friend! Or your keyworker!
4. Eat well! Make sure you have 3 meals a day at the usual times, including 5 portions of fruit and vegetables each day.
5. Good routine: Sleep and waking to regulate your mood and give you quality sleep.



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

We will call you in the morning if we haven't heard from you or your child by 9.15am, to help them login online or sort any issues they may be having. If this involves a longer solve, your keyworker will call back in the afternoon so that they can spend more time with you and be available for as many children as possible during the morning lessons.

Where we cannot get hold of you or your child, we will need to record this as an absence and ask that you contact us during the day to explain why your child is not 'attending' online learning that day, just as you would do if the school was open. For example, they may be ill.

## **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:

Your work will be marked by your keyworker or the class teacher and photographed and emailed back to you where appropriate. If your work is completed on the computer, your teacher will email marked work in another colour for feedback. You may also be given oral feedback over the phone or written separate feedback via email.

## **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 care-givers to support those pupils in the following ways:

We will use the strategies described above and be available to support over the phone during the afternoons.



## 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.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

For pupils who are self-isolating at home whilst the other pupils are in school, we aim to provide as much of the plan above as possible, whilst being mindful that we have twice the need; pupils both at home and school needing attention, care, teaching at different speeds and depths, and different content.

This may mean that children at home may be able to log onto Teams to watch live lessons being taught at school, or receive worksheets emailed home that children at school have been taught and are practising. Keyworkers will be available to talk pupils through lesson content during the afternoons, but at times, it may be that pupils need to wait until the following day for some time with their keyworker to explain the lesson content from the day before.

The Government and DfE recommend that all vulnerable children (e.g. those with an EHCP) should be in school wherever possible, unless they have been advised to shield or stay at home and self-isolate; therefore, we support this and recommend that pupils spend only the **minimum** required amount of time at home and **come back to school as soon as possible**. School is where we can best support your child, their learning and deliver their interventions. During periods of absence, we will check your child's wellbeing regularly with you and any plans to help them come back to school as soon as possible. During our contact, we will always be encouraging you to help support your child to come back to school as soon as possible.

***Clarity Independent School wishes all our pupils, staff, parents and care-givers a warm, safe, healthy Spring term!***