



Context

This policy has been written in response to feedback from staff and families since the closure of schools during the Covid-19 pandemic as well to reflect DfE expectations regarding remote learning¹. In the event of a whole school or bubble lockdown, we will endeavour to continue the high expectation we have in school of excitement, challenge, enthusiasm and engagement to provide continuity in learning, to maintain connection with teachers and classmates and to carefully monitor children's engagement and progress through the use of online learning platforms so that they stand the best chance of continuing to make progress.

Our priority will always be to ensure children's **safety** and **wellbeing whether in school or at home**.

We continue to recognise that each family has different circumstances and will need to respond in a way which is right for them. For families with more than one child at St. Ebbe's we have deliberately staggered the times when children from different year groups will meet with their teachers on Zoom/Google Meets.

Policy

In the event of a class bubble or whole school lockdown

School will:

- Maintain a current list of which children have access to ICT equipment
- Where possible, obtain and distribute available ICT equipment according to need

Teachers will:

Provide continuity in learning by:

- Teaching the same curriculum remotely as we do in school
- Ensuring the amount of remote learning meets DfE minimum expectations (KS1 = 3 hours, KS2 = 4 hours)
- Taking a daily register and recording engagement with learning on the school spreadsheet
- Providing a weekly overview of remote learning
- Providing a balance of teacher/adult-led and independent activities - set by email (YR-1), uploaded to Purple Mash (Y2, Yr3/4) and/or to Google Classrooms (Y5-6) before 8am each day
- Setting daily activities will include core learning and tasks from the wider curriculum as well as optional extension activities
- Teachers will make it clear what needs to be submitted and when
- Providing additional face to face support for SEND children supported by the SENDCo
- Providing feedback on children's learning via the features in Tapestry, Purple Mash and Google Classrooms
- Providing explanations of new content using a combination of live explanations (Zoom/Google Meet), pre-recorded videos from White Rose Maths, BBC Bitesize, Oak Learning Academy and those created by the class teacher
- Adjusting the pace or difficulty of what is being taught in response to questions or assessments
- Responding to parent/carer questions via the class email account or in Zoom/Google Meet
- Liaising with the SENDCo to set alternative activities for children with significant SEND who have an alternative curriculum within school

¹ [DfE Guidance for full opening: schools](#)



- Ensuring clarity over what learning should be submitted by the child/parent onto the relevant learning platform and when
- Covering for a partner teacher in the event that the teacher is too sick to work.

Year group	Learning Platform	Expectations and feedback mechanisms	
R/1	Tapestry	Connect	Teachers will log in to Zoom twice per day to meet children/parents and answer questions
		Learn	Teachers will send a daily email with pre-recorded teaching videos and outlining learning activities
		Feedback	Parents will upload photos of learning activities to Tapestry and teachers will provide feedback
2	Purple Mash	Connect Teach	Teachers will log in to Zoom three times per day to meet children, explain tasks, answer questions and read stories.
		Learn	Children to complete tasks on Purple Mash/paper. Teachers will be available on Zoom to answer questions.
		Feedback	With help from parents, children will upload additional evidence such as photos and teachers will provide feedback via Purple Mash
3	Purple Mash Google Classrooms	Connect Teach	Teachers will open Google Meets three times per day to meet children, explain tasks, take feedback, answer questions and read stories.
		Learn	Children to complete tasks on Purple Mash/paper. Teachers will be available on Google Chat/Meet to answer questions.
		Feedback	Children will complete tasks in Purple Mash, upload additional evidence such as photos, ask questions via the Chat. Teachers will provide feedback via Purple Mash.
4/5-6	Google Classrooms	Connect Teach	Teachers will open Google Meets three times per day to meet children, explain tasks, take feedback, answer questions and read stories.
		Learn	Children to complete tasks on Google Classrooms/paper. Teachers will be available on Google Chat/Meet to answer questions.
		Feedback	Children will complete tasks in Google Classrooms, upload additional evidence such as photos, ask questions via the Chat. Teachers will provide feedback via Google Classroom.

Maintain connectedness with teacher and classmates by:

- Holding two (Yr/1)/ three (Y2-6) Zoom/Google Meet sessions per day as stated in the table above for children to attend as often as is practicable
- Enabling Google Chat for ongoing conversations with and between the class (Years 3 – 6)
- Giving feedback via Tapestry, Purple Mash and Google Classrooms
- Telephoning children if parents request it or if there has been no contact for five consecutive days

Monitor engagement and progress by:



- Keeping daily records of engagement on a class spreadsheet
- Emailing families from whom there has been no contact during the day
- Telephoning families from whom there has been no contact for two consecutive days
- Tracking children's progress through the learning that has been shared, assessments, quizzes and other strategies

Parents/Carers will be requested to:

- Stay in contact with teachers via class emails (name.class@st-ebbes.oxon.sch.uk) or through the learning platform
- Upload learning to Tapestry or support children to upload to Purple Mash or Google Classroom
- Prioritise daily reading over all other tasks²
- Do their best to support children's learning considering personal circumstances
- Ask for additional support if necessary

Parents/Carers will be asked to consider:

- Incorporating as much fresh air into the daily routine as possible
- Incorporating time for play and for children to develop their own passions and interests
- Encouraging their children to research something that is of interest to them and show their learning with a creative project
- Punctuating planning with other learning opportunities that they may be able to provide based on their own passions, skills and resources where possible
- Not putting children under unnecessary pressure or stress³
- Recognising that maintaining curiosity is essential in children's development as learners
- Trying not to worry if their child tells them they are bored⁴
- Putting in place clear limits on screen time⁵

In the event of individuals being asked to self-isolate

School will:

- Where possible, obtain and distribute available ICT equipment according to need

Teachers will

Provide continuity in learning by:

- Maintaining an up-to-date list of home access to technology
- Creating a weekly distance learning sheet for core subjects of reading, writing and mathematics and a wider learning task which includes four set tasks to be completed over the course of a school day

² [Literacy Trust – Annual Literacy Survey](#)

³ [Neuroscience – Stress and Learning - Edutopia](#)

⁴ [How kids can benefit from boredom](#)

⁵ [UK Safer Internet Centre - Screenshot](#)



- Emailing the weekly distance learning sheet to parents via Parent Mail/Class email
- Responding to parent/carer questions via the class email account
- Giving feedback on learning received at the end of self-isolation

Maintain connectedness with teacher and classmates by:

- Inviting the child/children to a class Zoom/Google Meet at least twice per week
- Enabling Google Chat (Years 3 – 6) for ongoing conversations with and between the class

Monitor engagement and progress by:

- Receiving completed learning tasks on the child's return to school

Parents/Carers will be requested to:

- Order a copy of the current class reading book or request a copy from school
- Stay in contact with teachers via class emails (name.class@st-ebbes.oxon.sch.uk) Prioritise daily reading over all other tasks⁶
- Do their best to support children's learning in light of personal circumstances
- Ask for additional support if necessary

⁶[Literacy Trust – Annual Literacy Survey](#)