

Cliftonville Primary and Pre- School

Independence Safe and Settled Resilience Respect Aspiration Learning Community

OUR MISSION

As an outstanding school we will inspire children to

OUR VISION

That every member of our school community is



be

achieve more than they ever believed possible

challenged and supported to be the very best they can

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

Remote Learning Policy

Reviewed 2024

Next Review due 2027

This information is intended to provide clarity and transparency to governors, pupils, parents and carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) 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

If a pupil, group or whole school are required to remain at home including self-isolating, a child's first day or two of being educated remotely might look different from our usual 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?

A daily message is sent out to all parents with links to the remote learning section of the school website where termly overviews can be found for each year group. This provides a suggested daily timetable and topics of the term for each family as well as links to the Oak Academy and other relevant websites. Children's work can be submitted via their TEAMS account and feedback is provided by the teacher.

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?

Each year group is provided with a daily timetable. We teach the same curriculum remotely as we do in school to wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in what might have been Child Initiated time in the EYFS, we would set a daily challenge for the children to complete instead.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years and Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

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

Cliftonville Primary and Pre-School uses Microsoft TEAMS as our remote learning platform to teach children remotely whilst they are not in school. TEAMS can be accessed using a variety of devices e.g. computers (laptops or PCs), Macs, Chromebooks, tablets, ipads, phones, Xboxes and PlayStations. We have provided a document detailing our digital learning strategy to inform governors, staff, parents and carers of our arrangements for remote education and produced guides on our school website to access TEAMS. Children's username and passwords have been sent home but parents or children who have difficulties in accessing TEAMS are able to contact the school IT team.

What will my child be taught during the period of remote learning?

The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely. This curriculum is identical to the one taught in class. Children have access to live lessons and to the recording made of these live lessons. The follow up work can be accessed via the assignments accessed on and submitted via TEAMS.

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:

- We will contact parents asking who has access to an electronic device and the internet. For those families in need, we have supported them in loaning a laptop from school and, in some cases, a device that enables them to access the internet. We continue to loan out DfE laptops (and in some cases school Chrome Books) as they are given to school.
- We have also directed parents and carers to where they can find out more information about accessing electronic devices.
- A small number of printed learning packs have been sent home to some families whilst they wait for the loan of an electronic device.
- We understand that some families might find it difficult to submit work if they do not have online access to TEAMS. We have provided all our families with the option of emailing in photographs or videos of children's learning to their Year Group Leader and members of the Senior Leadership Team.
- Our school IT team have provided some families with one to one tutorials as to how to access TEAMS, live learning and submit work.
- Year Group Leaders have been in touch with parents via email and telephone to support them in accessing the remote learning.

How will my child be taught remotely?

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

- live teaching (lessons are recorded so they can be accessed at a later date)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- We subscribe to a small number of commercial websites including Phonics Play, Doodle Maths and Language Angels which children may be asked to access as part of a lesson.
- The timetables below are an example of the daily diet for remote learning. Any changes to this will be communicated at the time. For each child's year group help parents and children work together with the school to ensure they access remote learning effectively. The timetables show when the 'live' lessons take place. We appreciate that due to work commitments and more than one child needing to access a device it might not always be possible to take part in the live lessons. Each live lesson is recorded and posted on TEAMS for children who may need to complete their learning outside of these hours. For live lessons, children should always ensure they are ready to start and join the lesson promptly with their cameras and microphones switched off until the teacher tells them otherwise.

Year R	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am – 9.00am	Doodle maths	Doodle maths	Doodle maths	Doodle maths	Doodle maths
9.00am – 9.20am	Recorded maths lesson	Recorded maths lesson	Recorded maths lesson	Recorded maths lesson	Recorded maths lesson
9.20am – 9.45am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
9.45am – 10.05am	Live phonics lesson	Live phonics lesson	Live phonics lesson	Live phonics lesson	Live phonics lesson
10.05am – 10.15am	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
10.15am – 10.30am	BREAK TIME				
10.30am – 10.50am	English recorded lesson	English recorded lesson	English recorded lesson	English recorded lesson	English recorded lesson
10.50am – 11.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
11.15am – 11.30am	Reading	Reading	Reading	Reading	Reading
11.30am – 12.30pm	LUNCHTIME				
12.30pm – 12.45pm	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson
12.45pm – 1.15pm	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
1.15pm – 1.30pm	Daily mile				
1.30pm	Daily challenge and story time/ assembly	Daily challenge and story time/ assembly	Daily challenge and story time/ assembly	Daily challenge and story time/ assembly	Daily challenge and story time/ assembly

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 9.20am	Maths recorded lesson	Maths recorded lesson	Maths recorded lesson	Maths recorded lesson	Maths recorded lesson
9.20am – 9.45am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
9.45am – 10am	Doodle maths	Doodle maths	Doodle maths	Doodle maths	Doodle maths
10am – 10.15am	BREAK TIME				
10.15am – 10.30am	Live phonics lesson	Live phonics lesson	Live phonics lesson	Live phonics lesson	Live phonics lesson
10.30am – 10.50am	English recorded lesson	English recorded lesson	English recorded lesson	English recorded lesson	English recorded lesson
10.50am – 11.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
11.15am – 11.30am	Reading	Reading	Reading	Reading	Reading
11.30am – 12.30pm	LUNCHTIME				
12.30pm – 12.50pm	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson
12.50pm – 1.15pm	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
1.15pm – 1.30pm	Daily mile				
1.30pm – 2pm	Daily challenge/ story time/ assembly	Daily challenge/ story time/ assembly	Daily challenge/ story time/ assembly	Daily challenge/ story time/ assembly	Daily challenge/ story time/ assembly

Year 2	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am – 9.15am	Live English lesson	Live English lesson	Live English lesson	Live English lesson	Live English lesson
9.15am – 10.10am	Follow up English and phonics activity	Follow up English and phonics activity	Follow up English and phonics activity	Follow up English and phonics activity	Follow up English and phonics activity
10.10am – 10.30am	BREAK TIME				
10.30am – 11.00am	Live Maths lesson	Live Maths lesson	Live Maths lesson	Live Maths lesson	Live Maths lesson
11.00am – 11.30am	Follow up Maths activity	Follow up Maths activity	Follow up Maths activity	Follow up Maths activity	Follow up Maths activity
11.30am – 12.30pm	LUNCHTIME				
12.30pm – 1.00pm	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson
1.00pm – 1.30pm	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
1.30pm – 1.45pm	Daily mile / Joe Wicks				
1.45pm – 2.30pm	Story time/Reading to an adult Assembly	Story time/Reading to an adult	Story time/Reading to an adult Assembly	Story time/Reading to an adult	Story time/Reading to an adult

Year 4	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 9.45am	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson
9.45am – 10.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
10.15am – 11am	BREAK TIME				
11.00am – 11.45am	Live English lesson	Live English lesson	Live English lesson	Live English lesson	Live English lesson
11.45am – 12.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
12.15am – 1.15pm	LUNCH TIME				
1.15pm – 1.30pm	Story recording	Story recording	Story recording	Story recording	1pm – 1.30pm Class Social Meeting on Teams
1.30pm – 2.15pm	Topic (science) Recorded lesson or voiced PPT	PSHE or French (Language Angels online activity)	Topic (science) Recorded lesson or voiced PPT	RE (Oak Academy link), PE (PPT) and music (PPT) activities on Teams	PE or Art Recorded lesson or voiced PPT
2.15pm – 2.45pm	Follow up activity	Follow up activity	Follow up activity		Follow up activity
2.45pm – 3.00pm	Theme Assembly Voiced PPT		Reading Assembly Recorded 'lesson' or voiced PPT		

Year 5	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 9.45am	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson
9.45am – 10.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
10.15am – 10.45am	BREAK TIME				
10.45am – 11.00am		Guided Reading PPT	Guided Reading PPT	Guided Reading PPT	
11.00am – 11.45am	Live English lesson	Live English lesson	Live English lesson	Live English lesson	Live English lesson
11.45am – 12.15am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
12.15am – 1.15pm	LUNCH TIME				
1.15pm – 2.45pm	RE (Oak Academy link), PE (PPT) and music (PPT) activities on Teams	Topic (geography) Recorded lesson or voiced PPT	PE task set on Teams	Topic (geography) Recorded lesson or voiced PPT	PSHE Recorded lesson or voiced PPT
		Follow up activity	French Language Angels online activity	Follow up activity	Art Recorded lesson or voiced PPT
2.45pm – 3.00pm	Theme Assembly Voiced PPT		Reading Assembly Recorded 'lesson' or voiced PPT		Class Social Meeting on Teams
10 minutes at a convenient time during the day	Wellbeing PPT	Wellbeing PPT	Wellbeing PPT	Wellbeing PPT	Wellbeing PPT
10 minutes within English or an afternoon lesson	Story	Story	Story	Story	Story

Year 6	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 10.00am	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson	Live maths lesson
10.00am – 10.35am	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
10:35am – 10:45am	BREAK				
11.00am – 12.00am	Live English lesson	Live English lesson	Live English lesson	Live English lesson	Live English lesson
12.00am – 12.30pm	Follow up activity	Follow up activity	Follow up activity	Follow up activity	Follow up activity
12.30pm – 1.30pm	LUNCHTIME				
1.30pm – 2.30pm	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Recorded afternoon lesson	Live well-being/PSHE lesson
2.30pm – 3.00pm	Follow up activity + Recorded KS2 theme assembly	Follow up activity	Follow up activity + Recorded KS2 reading assembly	Follow up activity	Follow up activity + Recorded KS2 celebration assembly

Who is responsible for making sure the remote education provided is of a high standard?

Year group Leaders and their link Senior Leader have overarching responsibility for ensuring that the quality and delivery of remote education is of a high standard. We have high expectations to provide quality delivery if a planned curriculum for all children (including vulnerable children and children with SEND) which is aligned as close as possible to the in-school curriculum.

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?

Expectations for pupils' engagement with remote education:

Whilst children are well and self-isolating or whilst remote learning is taking place due to local or national restrictions, the expectation is that children will access and join in with remote learning. Microsoft TEAMS allows children to hand in work that has been set. There is also the option to send photographs of complete work via email. We understand that it is not always possible for children to attend a live lesson. These are recorded and posted on TEAMS.

Expectations for parents with remote learning:

We appreciate that remote learning may present some challenges for our families. We ask for their support so that we can continue to provide high-quality education for their children during this time.

Younger children in particular may need support in accessing online materials and staying focused with their remote learning. At the same time, we don't expect parents/carers to get involved in remote lessons in place of our teachers. We ask that our families follow our code of conduct by ensuring that:

- Start lessons with cameras and microphones turned off
- Only turn on microphones and/or cameras when asked to do so by the teacher
- Use appropriate language
- Ensure an appropriate background, without personal information or unsuitable items in view
- Where possible, only the child and (and possibly a supporting adult) should be in view

- Children follow behaviour expectations as outlined by the teacher at the start of the lesson

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

The school has systems for checking daily whether pupils are engaging with their work, and informs parents and carers where engagement is a concern. Each teacher will take a daily register of who has attended the live lesson and record who is submitting work. For those children who are not engaging with the remote learning, a discussion with the class teacher will take place over the phone. If the non-engagement is due to a technical issue, the family will be put in touch with the IT department. If there continues to be no engagement, the Senior Leader responsible for the year group, an Attendance Officer or member of the safeguarding team will call parents to try and resolve any problems.

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 TEAMS are also valid and effective methods.

- Microsoft TEAMS allows teachers to leave a symbol of acknowledgement (a thumbs up or smiley face) or write a short comment on each piece of submitted work.
- Teachers will leave a written comment (to show success and areas for improvement) on at least one piece of submitted work per week for both maths and English per week.
- Teachers may also give whole class feedback.
- Comments will always be in line with our school Marking and Feedback policy
- Work submitted more than 3 days after the deadline will be acknowledged but not given any formal written feedback.
- Through phone calls home, teachers, may also provide verbal feedback to pupils.

How will the school support the well-being of the children and their families during remote education?

The school has a dedicated team of Parent Support Advisors (PSAs) who are in regular contact with families who find the remote education period challenging. We are also able to signpost them to agencies for further support. PSA's will also complete weekly check-in phone calls with parents that have been identified as needing support through the weekly in school welfare meeting.

We provide weekly PHSE/ Wellbeing recorded lessons, where children are supported to understand their emotions and how to manage them effectively.

Each class will have a weekly 'live' assembly/ catch up session providing an opportunity to catch up with their friends and talk to their teachers ensuring children feel connected to one another whilst in lockdown.

We will also have virtual coffee mornings (run at a time that does not clash with live lessons) to allow parents to have contact with each other and share any issues with the well-being lead and a Parent Support Advisor. Two separate coffee mornings will be run focussing in on EAL and SEND families.

We are providing opportunities for children to learn away from the computer and be active e.g. through daily challenges, the Daily Mile, PE sessions.

Through weekly phone calls home, class teachers and Year Group Leaders are ensuring contact with children who have not been engaging with the remote learning.

In between live or recorded lessons, we have scheduled in breaks so that children are not sitting down in front of the computer for too long.

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 carers to support those pupils in the following ways:

- We will ensure there is a place in the Key Worker/vulnerable child provision in school for every child that has an EHCP so that they can continue to receive face to face teaching. Parents are called by the SEND department to arrange this.
- Live and recorded lessons continue to be delivered to those children working in the basic skills groups for English and maths with appropriate independent tasks set.
- Our school Speech and Language Teaching Assistant continues to work face to face with those children who are part of the Key Worker/Vulnerable bubbles. Resources have been sent to those pupils who are not currently in school.
- The SEND department have been in contact with parents to offer additional support.
- Structured timetables have been sent home to pupils with high needs, including disadvantaged pupils, SEND and vulnerable pupils to ensure they have the right structures and provision in place to help remote education.

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 those pupils who need to self-isolate after the national lockdown and cannot return to face to face teaching, the school will ensure that they have access to recorded or live lessons via TEAMS.