



Distance Teaching and Learning during a period of school closure

(This policy is an appendix to our on-line safety policy and is based on a shared policy with the Uttoxeter Learning Trust)

Taking care of physical and mental health is crucial at this time for children, parents and teachers. Keeping minds active and happy, and ready to return to school when the time comes is an important factor. A minimum of two to three hours of "work" per day will keep minds active but enthusiastic. Encouraging children to help with household activities such as washing, cooking and gardening are educational, as is watching educational TV programmes or online streams, such as documentaries and drama.

Teachers will not be asked to personally contact their pupils daily, except where they have agreed with the headteacher a system/rota for contacting vulnerable children and families. Teachers may be allocated a mentor group to follow up engagement and well-being. Teachers must use school phone where possible and only use own phone if number can be blocked, school emails, and must not use social media to carry out this contact or share this information with students/Parents/Carers. Class dojo and school facebook is ok.

Teachers should not live-stream lessons from their homes, or engage in any video-calling unless in exceptional circumstances, with the parent/carer. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated.

Any contact between pupils and teachers should only be through a platform provided by the school and not through personalised accounts open to public viewing, comments or sharing. The agreed platforms for staff to use and share information and resources include Microsoft Teams, class dojo, school website and parent mail. Children's work shared on website is by permission.

Tasks that do not need the internet or a device such as a laptop or tablet to access them are provided, as some children and families will not have internet access or more than one device to use. Where needed schools will make available learning packs that require limited or no access to the internet whilst working to provide equipment for our most vulnerable students.

Work and tasks should suit the age range and capabilities of the children and expected outcomes should be flexible. Tasks will be set that all pupils can complete to some degree of success, with differentiation built in where possible. Work that can be done in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, it is suggested how these could be broken down.

At Richard Clarke First School we pride ourselves on meeting the needs of all pupils. We appreciate that age-related learning is not always suitable for children with special educational needs and will therefore source, facilitate and review alternative learning as appropriate to offer a series of personalised and purposeful home-school activities.

We will set tasks that can be completed to varying degrees of success, more complex and additional tasks, may be suitable for the most-able pupils. A list of flexible tasks that cover different areas of the curriculum allows pupils to choose the tasks that interest them and makes it more likely that they will complete them. Similar to our GANAS projects.

Where completed work and activities are shared with staff brief feedback can be given, from school email address to pupil through parent email address, where manageable, to help children stay motivated to learn. Email communication will be between 9-3.30pm.

For Primary school children it is most beneficial and realistic to offer a variety of tasks which are completed working at a table or while moving around, including creative tasks.