



LONDON MEED PRIMARY SCHOOL

BRAVERY, COMMUNITY, CURIOSITY, RESILIENCE, RESPECT

London Meed Remote Education Policy

January 2021

This policy identifies the provision that London Meed will make in the event of; a class or group of children needing to self-isolate; a local lockdown; a nation-wide lockdown.

Means of sharing remote learning with pupils and parents

London Meed will use **Google Classroom** to share remote learning with parents. Initially this will be used as a host platform for weekly home learning, giving teachers, parents and carers an opportunity to become familiar with it. All teaching staff received initial training on the use of Google Classroom on 9th September, with several shorter training sessions following on in the Autumn.

All parents and carers received log in details on 18th September. They also received a 'How to use...' letter and links to online video tutorials, with further details following on from staff training later in the term.

All parents and carers have been sent a survey about access to technology at home, allowing the school to identify particular families who may be in need of support and resources (laptops, ipads etc) in the event of a renewed lockdown or isolation. Disadvantaged pupils in Years 3- 6 who do not have access to technology (a laptop or an ipad) may now be eligible under a new government laptop scheme.

In the event of a lockdown, or a group needing to isolate, care packages (books, writing materials, basic maths resources) will be delivered to vulnerable children or families. Additional resources will be made available to all children, with set dates and times where they can be collected from the school gates.

Frequency and consistency of work being set

Prior to a lockdown or period of isolation, teachers will draw up a list of resources that they will need to take home in order to plan and deliver remote learning effectively.

The following subjects will be planned for as part of provision for remote learning; Phonics (as far as Year Three), Reading, Maths, Writing, Science, PE, Art, History, Geography, DT, MFL, RHSE. Staff will follow the school's existing curriculum map and topics when planning for remote learning.

Work to be carried out at home will be set by 4pm, ready for the next day. Staff will plan so that each day contains an English based lesson / activity (this may be split into reading and / or writing activities), a Maths based lesson / activity, and one other subject from the list above (totalling 3 hours, on average). In EYFS, KS1 and Year 3, a phonics based activity must also be set. In EYFS, activities set will broadly reflect those that would take place on an average day in Reception. Staff will check, at least weekly, whether pupils are engaging with their work,

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and inform parents where engagement is a concern. If there is no response from parents, a member of SLT will contact the family.

A member of teaching staff will record twice weekly (Monday and Friday) video clips for the year group, giving a general overview of the learning, and general feedback at the end of the week.

Wherever possible, staff will look to record short videos to assist parents and carers with remote learning, particularly in the cases of; explanation of written methods in Maths; Handwriting; Phonics; SPAG.

For teacher feedback, each child will receive written feedback at least once a week from a member of staff in their year group. Whole class feedback can be given more frequently.

There will be daily story time / reading aloud sessions recorded by a member of staff in the year group.

A weekly assembly will be recorded by a member of the SLT for all children, and a weekly story time session will also be recorded by SLT.

Additional provision

In the event that a class teacher cannot work due to illness, and therefore cannot provide remote learning, PPA teachers will provide home learning for that class or group of children.

Individual children who need to isolate at home will be provided with learning in line with what is being taught to the rest of the class during their period of isolation. Class teachers will make contact via email or a phone call once a week with children who are isolating individually.

In the event of a lockdown or isolation, the parents or carers of children in the SSC or on the SEN list will be contacted by either the lead teacher in the SSC, or the SENCO, in order to provide further support, resources, or to agree any alterations that will need to be made to remote learning (this may include giving children access to plans or resources from another year group).

Pastoral care

All children will have contact with their class teacher at least once each week. This may be in the form of feedback to home learning submitted, an email or telephone call. In the event that the school has not had any contact from a child or family for a period of a week, the child's class teacher will notify the school office who will check all contact methods



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previously provided. If there is still no contact possible via phone, email or other direct media, a letter may be sent and/or a member of staff may arrange to visit the home.

Vulnerable children (including members of the SSC) will receive a fortnightly phone call from a member of the SLT.

Staff are not expected to respond to messages from parents and carers outside of normal school hours (8.45 – 3.15).

This policy will be reviewed termly and amended accordingly.

This Policy was reviewed by staff on 5th January 2021



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