



# Remote Learning Policy



**January 2021**

Date for Review: September 2021

## **Background**

Since reaching the UK in late January 2020, the Corona Virus has changed many aspects of our lives. One way it has done this is as a result of the infectious nature of the disease and the drive to suppress the infection rate, a national lockdown in the UK meant large numbers of children were educated at home for a period of months, following programmes prescribed by their teachers, largely through remote learning. On 1<sup>st</sup> September, schools reopened to all pupils. Although we hope that a lockdown does not occur again, it is sensible to plan ready for the eventuality as well as supporting learning during periods of self-isolation. This will ensure that all children are provided with high quality learning which is based around what would have happened had they have been learning in their classroom. We must also consider how we can continue to support families more widely with social and emotional issues.

## **Purpose and principles**

Our purpose for sending home learning is to ensure that pupils are engaging in appropriate age-related educational activities whilst not attending school as a result of the Covid-19 Pandemic. Our aim is that the learning opportunities:

- Are focused on the key skills linking to Mathematics and English.
- Are manageable and achievable for parents/carers to implement whilst being at home.
- Allow access to high-quality online/offline resources and pre-recorded teaching videos which are linked to the school's current curriculum expectations.
- Can be consistently used across the school in order to allow interaction, assessment and feedback and to support staff in their use.
- Ensure that safeguarding protocols in terms of online safety are followed.

## **The Home Learning Team**

- Helen Thorpe sets and supports the learning of Y5 and Y6 with Susan Smallwood providing feedback
- Liam Horton sets and supports the learning of Y3 and Y4 with Debbie Woolfenden providing feedback
- Janine Sanderson sets and supports the learning of the Y1 and Y2 with Toni Addy providing feedback
- Naomi Atherton sets and supports the learning of F2 with Dawn Newsome providing feedback

Helen Thorpe is our home learning champion, tasked with ensuring learning is meeting the desired purpose and principles.

## **Home Learning Expectations**

### **IN THE EVENT OF FULL BUBBLE OR SCHOOL CLOSURE**

- Learning will total 3 hours for FS and KS1 and 4 hours for KS2.
- Children will be expected to complete daily Mathematics, Reading and English activities as well as further topic-themed activity.
- The learning children will be directed to complete at home will be as similar as possible to the learning undertaken by the children who can attend school. Children attending school will not be expected to complete the home learning tasks.
- Home learning documents will be shared via SeeSaw each day in preparation for learning to begin at 9:00am. There is an expectation that examples of children's work be returned the same day upon completion.
- There will be a daily cut off time of 4pm. Work may still be submitted after this time but will not receive feedback until the following morning.
- Examples of work will be viewed by the member of staff responsible who will then provide feedback on the examples through a tick to show a correct answer, a written sentence or voice message that acknowledges the effort and positive features that are present within that piece of work.
- Teachers will track the home learning that is sent in using the school template.
- Learning in the core subjects will include direct teaching through careful use of pre-recorded staff videos, White Rose, BBC Bitesize, Oak National Academy or other lesson clips.
- Members of staff will not use their own private/work email to share learning.
- Most learning will be web based and no learning should require worksheets that need printing.

- For children where ICT is a barrier, school will make every effort to provide an iPad. If this is not possible, an alternative weekly work pack will be issued for the parent to collect from school.

### **Phone Calls**

- Staff will send a Dojo message to each family in the middle of each learning week to check on their well-being. If learning is not taking place, the message will reflect this. If no contact is made by the family by Friday then the school will try to get in contact through a telephone call. Each aspect will be recorded by the person carrying out the action on Safeguard.
- Questions to pose during this phone call to the pupil may include the following:
  - Have you completed the learning?
  - Is there anything stopping you from completing the learning?
  - What can I / we do to help you?
  - Share the school phone number and email address and a reminder that parents can contact school should they need support.

### **Live Sessions**

- To promote wellbeing, each class will have a weekly *live* session for children to meet with peers and staff members.
- Individual sessions may be used to target key areas such as speed sounds in phonics. Timings of these sessions will be agreed with parents.

### **Safeguarding Procedures Surrounding Zoom/Teams**

- There will always be two members of staff present during the session.
- Links/passwords for meetings will be sent to parents via Dojo.
- The waiting room must be enabled so that staff can see who is trying to enter the meeting.
- All attendees must enter on mute.
- By logging into the session, parents are giving their permission for the child to take part in the meeting.
- The chat function will be altered to enable conversations with the host only, so that children cannot private message each other.
- The meeting room will be locked by the host 3 minutes after the start time.
- Anyone who is not adhering to safeguarding procedures will be removed from the meeting immediately.
- All children must be fully dressed and no other children or adults must be present in the background.
- Children should be positioned with a plain background, ideally a plain section of wall.
- When closing the session, all the children must leave the session before the teacher/TA do. Alternatively, the host of the meeting must close the meeting for all simultaneously.
- If any breach of safeguarding occurs, the host will immediately end the meeting and school will contact parents to arrange a new meeting with a new password.
- Meeting links that are sent to parents are for the private use of their child and must not be shared with anyone else.

### **Pupils Key responsibilities:**

- Treat home learning during any isolation/quarantine or bubble/school lockdown in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff or tutors
- Understand the importance of reporting abuse, misuse or access to inappropriate materials
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.

- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

**Parents/carers Key responsibilities:**

- Read and promote the school’s parental acceptable use policy (AUP)/ remote learning policy and encourage their children to follow it
- Consult with the school if they have any concerns about their children’s and others’ use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, (eg including on social media: not sharing other’s images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.)
- Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns

**Home Learning Coverage**

**Core learning**

**A typical day may include, but is not limited to the following;**

Subject	Activities
Phonics	<p><b>Reception, Year 1 and Year 2</b> Read Write Inc. with a video taught element when available.</p>
Reading and Writing	<p><b>Reception</b> Reception children will have a focused story each week. They will complete activities based on the stories that will include acting out the story, talking about the characters and talking about the setting.</p> <p><b>Years 1- 6</b> This work should closely reflect the genres and the associated skills that children would be learning if school/the bubble was open as normal. There should be clear progression in the skills and learning that is undertaken as the week progresses. Units of learning are developed over a sequence of lessons with video input. These units may include:</p> <ul style="list-style-type: none"> <li>-Reading skills</li> <li>- Exploring features of a text</li> <li>- Writing (This should naturally include applied SPaG)</li> <li>- Vocabulary and clarification</li> <li>- Retrieval</li> <li>- Inference</li> <li>- Summarising</li> </ul> <p><b>Word of the Day</b> Daily vocabulary work</p> <p>Additional opportunities to read and write, e.g. a diary entry.</p>
Spelling	<p>Read Write Inc. Tricky word spellings for Reception and Year 1 Spelling Shed from Year 2 upwards with Friday leader boards</p>
Maths	<p>Quick 10 – arithmetic work Timestable Rockstars White Rose structured learning or using similar resources from the NCETM with maths learning for each day</p>

	Hit the Button in Reception, Year 1 and 2 with specific direction as to what areas the children will practise
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## Foundation subjects

### A typical week may look like this;

Day	Subject
Monday	Art
Tuesday	Science
Wednesday	Geography or History
Thursday	RE or PSHE
Friday	Design and Technology

## EYFS

In Reception, each week there will be a selection of activities linked to the different areas of the Early Years Foundation Stage curriculum. Below is a table of the areas we will cover for our topic activities through the week.

Being Imaginative and Expressive
Creating with Materials
The Natural World
Past and Present
People, Culture and Communities
Gross and Fine motor skills
<b>Learning characteristics</b> - playing and exploring, active learning, creating and thinking critically

## Resources

School will order enough books so that each child has a writing book for any written activity and a maths book which are appropriate for their age and stage. They will also have stationary.

Over a short period of self-isolation, some of the resources will be printed by school if this is possible under the individual circumstances. If this is not or for longer periods of school closure, a greater amount of learning will be remote but providing some access to printed resources if this is helpful or appropriate.

Resources for SEND pupils to personalise their learning will be provided by the class teacher and teaching assistant on a weekly basis linked to their support plans.

## Web based resources

The most commonly used resources will be as follows:

The Oak National Academy

BBC Bitesize

White Rose Maths

MyMaths

NCETM

Numbots

TT Rock Stars

Hit the Button

Developing Experts

There are also a number of other resources which may be useful. They are listed below.

EYFS	<p><b>MATHS</b></p> <p><a href="https://www.bloomsburyearlyyears.com/coronavirus-free-access">https://www.bloomsburyearlyyears.com/coronavirus-free-access</a>  <a href="https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths">https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths</a></p>
	<p><b>ENGLISH</b></p> <p><a href="https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx">https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx</a>  <a href="https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk">https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk</a>  <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1</a>  <a href="https://www.ruthmiskin.com/en/">https://www.ruthmiskin.com/en/</a>  <a href="https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n">https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n</a>  <a href="https://childrens.poetryarchive.org/">https://childrens.poetryarchive.org/</a>            Literacy Shed</p>
	<p><b>OTHER</b></p> <p><a href="https://www.clickview.co.uk/free/">https://www.clickview.co.uk/free/</a>  <a href="http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx">http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx</a>  <a href="https://www.bbc.co.uk/programmes/b006mvsc">https://www.bbc.co.uk/programmes/b006mvsc</a>  <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a></p>
KS1	<p><b>MATHS</b></p> <p><a href="https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths">https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths</a>  <a href="https://www.bigmaths.com/">https://www.bigmaths.com/</a>  <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a>  <a href="https://www.ncetm.org.uk/resources/54454">https://www.ncetm.org.uk/resources/54454</a>  <a href="https://www.themathsfactor.com/">https://www.themathsfactor.com/</a>  <a href="https://www.ruthmiskin.com/en/">https://www.ruthmiskin.com/en/</a></p> <p><b>ENGLISH</b></p> <p><a href="https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx">https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/bug-club-phonics/bug-club-phonics.aspx</a>  <a href="https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk">https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-teaching-programme/?region=uk</a>  <a href="https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1">https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1</a>  <a href="https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n">https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HF_n</a>  <a href="https://childrens.poetryarchive.org/">https://childrens.poetryarchive.org/</a>            Literacy Shed  <a href="https://www.pobble365.com/">https://www.pobble365.com/</a></p> <p><b>OTHER</b></p> <p><a href="https://www.clickview.co.uk/free/">https://www.clickview.co.uk/free/</a>  <a href="http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx">http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx</a>  <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a>  <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a>  <a href="https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/">https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/</a></p>
KS2	<p><b>MATHS</b></p>

<a href="https://www.bigmaths.com/">https://www.bigmaths.com/</a> <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a> <a href="https://www.ncetm.org.uk/resources/54454">https://www.ncetm.org.uk/resources/54454</a> <a href="https://www.themathsfactor.com/">https://www.themathsfactor.com/</a>
<b>ENGLISH</b> Literacy Shed <a href="https://www.pobble365.com/">https://www.pobble365.com/</a>
<b>OTHER</b> <a href="https://www.clickview.co.uk/free/">https://www.clickview.co.uk/free/</a> <a href="https://www.century.tech/explore-century/parents/">https://www.century.tech/explore-century/parents/</a> <a href="http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx">http://primary.cleapss.org.uk/Resource/Home-learning-practical-activities-for-children-and-their-families.aspx</a> <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a> <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a> <a href="https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/">https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/</a> <a href="https://ukactivekids.com/movecrew/">https://ukactivekids.com/movecrew/</a>

## **RESOURCES FOR WHOLE SCHOOL**

<https://www.mathematicsmastery.org/free-resources>

<https://mathswithparents.com/teachers/>

<https://nrich.maths.org/>

<https://www.topmarks.co.uk/maths-games>

<https://whiterosemaths.com/homelearning/>

<https://stories.audible.com/start-listen>

<https://classroomsecrets.co.uk/free-home-learning-packs/>

<https://literacytrust.org.uk/family-zone/>

<https://childrens.poetryarchive.org/>

<https://www.risingstars-uk.com/series/rising-stars-reading-planet>

<https://www.royalmint.com/kids/>

<https://disneyonstage.co.uk/education/>

[Classroom secrets – free resources](#)

## Remote Learning Response Jan 21

Scenario	Recommended Actions
Child is absent due to <b>self-illness</b> (Covid symptoms or otherwise)	<b>DO NOT SEND HOME LEARNING</b> <b>The child is not well and needs time to recover</b>  If a parent contacts school requesting home learning point them towards your school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock
Child is absent due to <b>Covid illness in the house</b>	<b>ASCERTAIN CAPACITY TO COMPLETE HOME LEARNING</b>  <b>At this point establish to what extent there is capacity for an adult to support the child to complete some home learning</b> (everybody has responded differently to the virus- some are very poorly, others have no symptoms)  <b>If parent/carer is too ill</b> to support, point them towards your school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock or allow the child to access the remote learning offer if they are able to do so independently  <b>If parent/carer is available to support</b> then continue with remote learning programme
Child is absent while waiting for testing  Child is isolating at home due to 'test and trace'  Child is isolating due to holiday quarantine	The teacher will provide the same home learning as the rest of the class are accessing as per school's home learning policy
Bubble is sent home to self isolate – teacher is well	The teacher will provide home learning as per school's home learning
Bubble is sent home – teacher is not well	The school will endeavour to provide home learning as per the school's home learning policy, OR if capacity does not allow they will point parents towards the school's suggested lockdown websites eg TTR, Spelling Shed, Bedrock as well as <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> and <a href="https://www.bbc.co.uk/teach/live-lessons/primary-live-lessons/zmc9jlv">https://www.bbc.co.uk/teach/live-lessons/primary-live-lessons/zmc9jlv</a>
Local/national lockdown	The school will continue to use contact methods as per previous lockdown and as stated in the school's home learning policy. The school will ensure that the curriculum sequence is maintained, using a range of online/offline tools to support new learning, including the use of pre-recorded video clips and feedback tools.  <b>JMAT DOES NOT RECOMMEND THE USE OF 'LIVE LESSONS'</b>