Giffards Primary School
Remote Learning Policy

Agreed by Governors October 2020

Signed _____

Review Date **October 2021** or before if necessary

Giffards Primary School
Remote Learning Policy

This document, created in September 2020, sets out our philosophy and teaching aims for distance and online learning. It is our aim to ensure that every child has equal access to a varied curriculum, especially if circumstances lead to a period of home learning. Children will be given a variety of tasks, appropriate materials and support, designed to reflect the core teaching children would ordinarily receive in school.

In developing remote learning plans, we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select online tools/platforms that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and will work with families to deliver a broad and ambitious curriculum
- Ensure pupils are familiar with and confident in the use of online curriculum programmes
- Set homework using these programmes to support familiarisation
- Train staff in new online resources

When teaching pupils remotely, we will

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- upload/ deliver packs of a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, through high-quality curriculum resources or videos uploaded by teaching staff
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks that will be checked and assessed regularly by teachers
- set differentiated work to adjust the pace or difficulty for pupils as necessary.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Support families by loaning IT devices where possible – this will be within the terms of a loan agreement which must be signed

We will expect parents to

- Support their child/ren in ensuring pupils access online/remote learning for the equivalent length of time daily that pupils would receive in school

- Respond to contact from the school and feedback using the remote tools

Home learning reasons for which work will be set and children expected to complete

During the covid-19 pandemic work will be set if pupils need to self-isolate whilst waiting for a test, because a family member is self-isolating, their class/year group bubble has to self-isolate or the school is subject to a local or national lockdown.

Pupils who are absent from school because they are too unwell to attend are not expected to complete work, in the event they are self-isolating and become ill they should only complete work when they are well enough to do so.

Work will not be set for pupils taking a leave of absence (whether approved or unauthorised)

Roles and Responsibilities

Class teachers take responsibility for setting and monitoring tasks during a period of home-learning. Class teachers will ensure that every child has the required access to online platforms (e.g. usernames and passwords) in order for remote learning to be successful and of value.

Work will uploaded weekly, by 8.30am on the Monday (Thursday evening if a whole school closure) so pupils have immediate access. There will be a weekly overview to support families as well as resources with video links where necessary.
In the event of a child self-isolating, we are mindful that teachers will still have a full class responsibility and will be unable to respond to emails or work during school hours.
In the event of a year group/bubble/whole school working from home then the expectation is that work will be administered and checked on a daily basis during school hours (8.15 to 4.15)

When responding to work, Staff will give positive comments and also direction for the children to progress through the curriculum. This may be in the form of setting a more challenging task, or through the teacher using questions to clarify understanding. Staff will check the amount of engagement of each child and draw parents attention to a lack of engagement if this is considered to be less than would be achieved in school.

Assessment during distance learning

Teachers will continue to assess engagement and progress of children during distance learning. Through the engagement trackers on spelling shed/mathletics/reading eggs, teachers will be able to assess which children are completing tasks and the accuracy levels of this work. Children will be expected to complete set tasks on purple mash which teachers can respond to and give meaningful feedback. Children who are struggling to engage will be followed up by a phone call, to ascertain and address the issues behind why children are not engaging. It may be that children are struggling with the difficulty of what is being taught, in which case teachers can adapt the tasks being set for certain children (especially those with SEN).
Teachers will mark and assess completed work as it is returned via purple mash. Teachers will set one 2Do using 2Publish each day for children to upload photos of their work to. Parents can email photos via Purple Mash if they are unable to upload. Parents are encouraged to use 2Publish system, so teachers have all the work from a pupil in one place, this helps with assessment and feedback.

Contact with families

Regular contact will be made with families to ensure the wellbeing of both children and adults. During this time, children's engagement with remote learning will be discussed as well as further support that could be put in place. Particularly for younger pupils, it may be that families need extra support when accessing our curriculum from home. Contact will be made via 2email primarily, calls home will only be made if the class teacher is in school (in the event of a full lockdown, staff working remotely may also make calls, these will be from withheld numbers). Calls may be made by support, pastoral or senior staff. Where a child is self-isolating, teachers will be unable to contact families during the normal school day. Families are requested to contact the admin office if help is needed.

Online resources

There is a wide range of online platforms for our pupils to access whilst working at home. Below is an explanation of how staff at Giffards Primary Academy will use them to maximise the exposure the children have to our bespoke curriculum whilst distance learning. For those children who are not able to access online resources, we will endeavor to supply a tablet for use during the duration of the home learning period. If the demand for devices is greater than our capacity to supply, priority will be given to pupil premium/vulnerable pupils as identified by social care involvement or by the school. Where families have more than 1 sibling, devices will need to be shared and parents will be asked to organise the home learning so not all children required the device at once. Some printed resources will be organised by the class teacher so that the child has the same opportunities to progress as their peers.

Use of online videos

Teachers will not be doing live online lessons. Due to many factors, this is not possible or practical, if individual children are self-isolating, teachers would be unable to communicate via live video lessons due to the need to be responding to children in school. In the event of a bubble or school closure, teachers may also be isolating or working from home, without access to resources. The use of live lessons would mean each pupil in the household and across the school would need access to an enabled device at the same time– this is not the case at Giffards and whilst we can support in the loan of some devices the number needing devices is greater than the number of devices we have available. There are also safeguarding and practical implications why this is not feasible. Instead we will upload links to a variety of resources (oak academy/tigtag/BBC bitesize) to support pupils in accessing video tutorials/resources, these will be added to the curriculum overviews uploaded weekly, so pupils have immediate access to remote learning. The school will endeavor to upload pre-recorded clips to support pupils learning, such as modelling writing, explaining a concept or in PE.

The school may use Zoom to interact with pupils for activities such as reading a story, whole class explanations at the beginning of the day, where this doesn't disadvantage too many pupils. Links will be sent in advance to pupils via the security of Purple Mash.

Purple Mash

This platform is a cross-curricular website for both EYFS and primary school children. It enables children to explore and enhance their knowledge in a fun and creative way. Teachers are able to set pre-prepared daily tasks (2Dos) for subjects spanning the curriculum, as well as uploading personalised tasks that reflect the quality provision in

school.

The children are familiar with this platform as it is used to support our ICT curriculum. Staff are able to give detailed feedback for children, as well as communicating with them via an email function and a shared blog.

A weekly timetable of learning tasks will be uploaded by Monday morning (Thursday evening if a whole school closure) with a breakdown of the resources needed to complete a full learning offer that replicates that in school.

Times tables Rock Starts (TTRS)

TTRockstars is a programme to encourage the daily practice of times tables. It is a highly engaging platform by which children are able to earn 'coins' for their successful times tables recall. Not only does it support the correct recall of times tables, children are encouraged to improve their speed of recall with class, school and local league tables. Staff are able to set certain multiplication tables for different children and can monitor their progress too.This website also supports children in being familiar with the format of the Multiplication Table Check administered for Year 4 pupils.

Mathletics

Mathletics brings classroom practice into the home. The on line learning tasks match our school and National Curriculum. Mathletics activities are relevant, reinforce lessons learned in school, and help your children gain mastery over maths topics or go back over gaps in learning. Work set can be personalised. The questions and reasoning problems challenge students to think logically, reason critically, and solve creatively.

Mathletics allows teachers to assign maths activities to classes, groups of students, or individual learners. There are targeted assessments to monitor progress; using this information teachers can deliver the right level of challenge to help pupils develop and experience success. Teachers can view the strengths and struggles of pupils and personalise learning accordingly. Teachers can communicate learners progress to other teachers and parents.

White Rose maths

The school follows White Rose maths, we have purchased workbooks for pupils to use in school, and these can be taken home/delivered to homes should remote learning be required. Teachers would upload the daily lessons onto Purple Mash for pupils to follow, these include video tutorials to support with learning new concepts. Completed work can either be uploaded for teachers to respond to and provide feedback or work completed in workbooks and copies sent to the teacher for marking.

Reading eggs (EYFS/Year 1)/ Reading eggspress (year 2-6)

Reading Eggs and Reading Eggspress makes reading real books, improving phonics and spelling skills and building reading comprehension highly engaging for kids aged 4 to 13. The online library gives pupils access to hundreds of books, matched to their reading ability, so even from home, choosing books and reading regularly won't be a problem

The online reading programmes provides hundreds of interactive reading activities, online children's books and literacy games. The spelling and phonics functions are matched to what is being taught in school, so pupils can continue to make progress, even when working from

home. Teachers can monitor engagement, accuracy and achievement to see how students are progressing throughout the programme. Teachers can clearly see how students are performing in relation to year level expectations and how they compare to their peers.

Spelling Shed

Spelling Shed provides a whole-school phonics and spelling curriculum which gives 100% coverage of the National Curriculum. Children are able to play games to practise their spellings, whilst teachers can set and monitor homework tasks (e.g. weekly spellings). The platform can provide targeted practice for specific children and can be used to successfully monitor progress during periods of distance learning.

Access to IT/paper packs

The school has some tablet devices and internet cards available for pupils who have no access to ICT at home, these can be loaned for the duration of self-isolation of individuals, groups or a bubble. Depending on the number of devices available, only one device may be loaned per family on completion of a loan agreement form, we request that families ensure children timetable work to ensure a fair allocation of time using IT devices. The school will expect remote learning to be completed as requested upon the loaning of a device and reserves the right to withdraw the device if not being used for the intended purpose. All devices are monitored by our remote safeguarding monitoring service and all safeguarding concerns or misuse of the device will be followed up.

We encourage pupils to complete work using IT devices where these are available, as this allows for more immediate response marking from teachers as well as a daily check on engagement.
Where pupils are in receipt of paper packs, these need to be returned weekly on a Friday (to allow for a period of isolation before marking) and another pack collected. Additional workbooks are available for this process to allow for weekly response marking and assessment. Unless isolating, parents are requested to drop off and collect via the admin area through a mutually agreeable time slot.

Physical Education

AFPE have created short videos, these will be posted for children to follow as well as links to other online PE lessons and tutorials, they are free, fun and easy to follow PE activities for the whole family to enjoy together.
Each **#ThisIsPE** video will focus on a different aspect of the National Curriculum. The videos, delivered by PE teachers, will help children and young people to continue their skill development in PE during this period when we are having to stay at home, to save lives.

Music

Oak academy music clips will be posted along with other work to continue and compliment the work being covered in school

Twitter

The school has a twitter account to communicate tasks to children and to celebrate the work that has been completed on other platforms. It is also a way of promoting cross-curricular activities – especially PE – and collaborative learning even when remote learning. Our school Twitter account is @GiffardsPrimary and our PE Twitter account is @Giffards_PE.

Conclusion

Children's progress and engagement with a wide and varied curriculum will continue to be the focus during potential periods of home learning. Staff will be in constant contact with children through phone calls, emails and the setting of tasks designed to challenge pupils.

Suggested Timetable for EYFS

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	English	English	English	English	English
9.30-10.00	Learning through play	Learning through play	Learning through play	Learning through play	Learning through play
10..00-10.30	Healthy snack and a break	Healthy snack and a break	Healthy snack and a break	Healthy snack and a break	Healthy snack and a break
10.30-11.00	phonics	phonics	phonics	phonics	phonics
11.00- 11.30	Learning through play	Learning through play	Learning through play	Learning through play	Learning through play
11.30-12.00	handwriting	handwriting	handwriting	handwriting	handwriting
12.00- 1.00	Lunch and break	Lunch and break	Lunch and break	Lunch and break	Lunch and break
1.00-1.30	maths	maths	maths	maths	maths
1.30- 2.00	Foundation task Expressive Arts and Design - Purple mash	Foundation task Understanding the world	Foundation task	Foundation task	Foundation task
2.00- 2.30	Reading/story time	Reading/story time	Reading/story time	Reading/story time	Reading/story time

Suggested Timetable for KS1/KS2

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9.00-10.00	White rose Maths Lesson	White rose Maths Lesson	White rose Maths Lesson	White rose Maths Lesson	White rose Maths Lesson
10.00- 10.15	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
10.15- 10.30	Snack and break	Snack and break	Snack and break	Snack and break	Snack and break
10.30-11.00	Phonics/ spelling	Phonics/ spelling	Phonics/ spelling	Phonics/ spelling	Phonics/ spelling
11.00- 12.00	English	English	English	English	English
12.00 -12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-1.00	Physical activity	Physical activity	Physical activity	Physical activity	Physical activity
1.00-1.30	Reading	Reading	Reading	Reading	Reading
1.30- 3.00	Foundation subject task	Foundation subject task	Foundation subject task	Foundation subject task	Foundation subject task
3.00-3.15	Timestables rock stars	Timestables rock stars	Timestables rock stars	Timestables rock stars	Timestables rock stars