



**Beeston Hill St Luke's C of E Primary School**

# REMOTE LEARNING POLICY

## WHAT IS TAUGHT TO PUPILS AT HOME?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote learning.

We teach the same curriculum as we do in school wherever possible and where appropriate. However, we have needed to make some adaptations in some subjects, for example in PE- due to the restrictions, we have provided the children with links to exercise that can be completed in the home.

## REMOTE TEACHING AND STUDY TIME EACH DAY

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

### FOUNDATION STAGE:

**NURSERY** – Activities should take no longer than 15 minutes unless you feel appropriate to make it longer.

**RECEPTION** - Children have 4 tasks a day which are -Phonics, Maths, Literacy and a Topic, RE or Story Time.

Reading is also encouraged everyday

Tasks should take approximately 20 - 30 minutes each

### KEY STAGE 1

Children should expect 3 activities/tasks a day, broken down as follows:

**PHONICS TEACHING** – approximately 30 minutes per day

**LITERACY** – directed reading using the eBook library on Oxford Owl and a short written task – approximately 30 minutes per day

**MATHS** – approximately 50 minutes per day

**FOUNDATION SUBJECT** – approximately one hour per day (often uses open-ended tasks)

**STORY TIME** – a new story is produced every day – approximately 15 minutes per day

### KEY STAGE 2:

Pupils should expect 3 activities/tasks a day (1x maths, 1x English 1x topic/theme) which the teacher will provide feedback on. Each of these activities should take the children approximately one hour to complete. Pupils may be directed to additional learning activities in the event that these are completed quickly.

Daily reading is expected for at least half an hour per day- the children have access to a digital library called Oxford Owl E-book library. Alongside this, regular rehearsal of basic number skills using digital tools such as TT Rockstars and Numbots is also expected every day, again for half an hour.

## ACCESSING REMOTE LEARNING

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

### FOUNDATION STAGE

- Parents collect work packs from school. These packs complement the learning online, direct parents where to find the online learning and include other paper resources.
- A pack of pencils, scissors and other essential equipment has been provided
- Links can be found through the school website for – phonics lessons, math lessons, literacy lessons, story time, RE videos, topic videos. They can be accessed through any device.
- Children are directed to the appropriate eBook on the Oxford Owl website

### KEY STAGE 1

All work is available on the school website. This includes:

- links to the Read Write Inc Phonics videos on YouTube
- documents which direct children to the appropriate eBook on the Oxford Owl website and a short written task
- a recorded maths lesson for each Maths group
- a recorded Foundation lesson or link to a video
- Story Time video recorded by teachers
- children collect work packs from school which complement the learning online.

### KEY STAGE 2

The digital classroom platform used by all pupils is SeeSaw.

## IF MY CHILD DOES NOT HAVE DIGITAL OR ONLINE ACCESS AT HOME, HOW WILL YOU SUPPORT THEM TO ACCESS REMOTE EDUCATION?

### FOUNDATION STAGE

Regular phone calls are made to all parents ensuring they have suitable devices, where this is not possible parents are given other resources and ways to access the learning.

### KEY STAGE 1

Regular phone calls to parents have enabled children in KS1 to be provided with an iPad where the need has been recognised. We are also working alongside the charity Kidz Klub to provide donated equipment where possible.

## KEY STAGE 2

All children in Key Stage 2 are provided with an iPad and a charger.

The use of Seesaw for Schools will ensure **all** pupils in KS2 are able to access the learning opportunities provided by class teachers equally.

The class teacher will provide all pupils accessing learning through Seesaw with their 'Home Learning' login details prior to any school/class closures.

In the event that pupils do not have internet connectivity at home to access their learning online they will be provided with a 4G router.

## HOW WILL MY CHILD BE TAUGHT REMOTELY?

### FOUNDATION STAGE

Your child will receive recorded teaching from both the Reception Class teachers or Nursery Staff.

They will also receive a pack with day to day planning and activity ideas.

### KEY STAGE 1

Your child will receive recorded teaching from both their class teacher and the Read Write Inc Phonics Scheme.

### KEY STAGE 2

Your child will receive recorded teaching from both their class teacher and the White Rose Maths Team.

## WHAT ARE YOUR EXPECTATIONS FOR MY CHILD'S ENGAGEMENT AND THE SUPPORT THAT WE AS PARENTS AND CARERS SHOULD PROVIDE AT HOME?

### FOUNDATION STAGE

**NURSERY** – All activities would require an adult to support the play or activity.

The phonics videos are identical in format to our phonics lessons in school so children should be able to engage with little adult support.

**MATHS** - Topic and RE activities would require some adult support.

The eBooks and writing tasks need an adult to help the child access the tasks. The recorded lessons for math's and foundation do expect that an adult will be alongside the child to act as a talk partner and to participate in the activities with them.

The story times children should be able to listen independently.

## KEY STAGE 1

The videos provided by Read Write Inc Phonics are identical in format to the lessons the children are used to at school; therefore, children should be able to access these and do the activities independently. The eBooks and writing tasks need an adult to help the child access the tasks. The recorded lessons for maths and foundation do expect that an adult will be alongside the child to act as a talk partner and to participate in the activities with them.

## KEY STAGE 2

A weekly timetable is sent and talked through via an uploaded video by the class teacher which explains the daily learning expectations. The teaching slides are also enhanced by video explanations or voice notes added by the class teacher to reduce the need for parental support.

We would like parents to provide as much feedback as possible regarding things that are working well and suggestions as to how we can improve remote learning. We ask that parents email the class teachers with this feedback and we will endeavor to respond where possible.

## HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

### FOUNDATION STAGE

Parents have been asked to submit pictures of their children's work to the Reception email address. That work is then checked by a teacher who will reply to offer encouragement and support where needed. If there has been misunderstanding, a teacher will email to try to explain. Parents are encouraged to call school if they need further support, and phone calls are made by school staff regularly to find out how the children are doing at home and to offer further support. In new lesson videos the teachers are encouraging the children to engage by talking about work received.

### KEY STAGE 1

Parents have been asked to submit pictures of their children's work to the Year 1 or Year 2 email address. That work is then checked by a teacher who will reply to offer encouragement and support where needed. If there has been misunderstanding, a teacher will email to try to explain. Parents are encouraged to call school if they need further support, and phone calls are made by school staff regularly to find out how the children are doing at home and to offer further support.

### KEY STAGE 2

The SeeSaw digital feed is checked daily and records are kept to monitor engagement with each activity and lesson. Where children are not completing their set task, a phone call is made by a member of the teaching staff to offer support. Staff email addresses have also been shared with parents to offer an alternative line of communication with teaching staff.

## 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.

### FOUNDATION STAGE

Work submitted by email is always responded to by a teacher: usually the reply will only require encouragement and praise, but where mistakes have been made, the teacher will try to explain the misunderstanding and ask the child to 'have another go'.

Feedback, where appropriate, is also given within the recorded lessons so that children, under the supervision of their parent, can mark their own work and identify mistakes in order to make progress.

A video of the children's work and activities is produced each week to enable children to see what others have been doing and to highlight good examples of work.

On the home learning grid it indicates to parents what we would expect from the task.

### KEY STAGE 1

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Feedback, where appropriate, is also given within the recorded lessons so that children, under the supervision of their parent, can mark their own work and identify mistakes in order to make progress.

A video of the children's work and activities is produced each week to enable children to see what others have been doing and to highlight good examples of work.

### KEY STAGE 2

Work is acknowledged on a daily basis and feedback is given as appropriate. This can take the form of written comments or voice recordings. Rewards are given for completed pieces of work which links to the whole school reward system.

A weekly class meeting will be held over Zoom which all of the children will be invited to attend. This will provide the children with an opportunity to see their peers via a video call.

As a way of rewarding the children who are completing their home learning tasks, a weekly prize draw will be held in each phase.

We will use a digital Kahoot quiz at the end of each unit of work to assess understanding- this will be set for all pupils via SeeSaw.

When taking part in Zoom calls, the following guidance will be communicated to the children and parents:

- The children will need to behave as they would in class, remembering that we are kind and friendly at all times.

- The children are asked to find a quiet place with a neutral background before joining the call.
- The children will be asked to wear appropriate clothing- not nightwear.
- The children are asked to make sure that their parent/guardian is aware that they are on a live call.
- The children will not be allowed to access the call with their own mobile phone or take screenshots of/record any of the zoom calls.
- There will always be two members of school staff on the calls at all times.

## 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?

Teachers are differentiating across the phase to ensure that all learners are being catered for including SEND children. The behaviour support team and the family support worker will also offer regular advice to families who they regularly work with via telephone calls and socially distanced home visits where appropriate.

### REMOTE EDUCATION FOR SELF ISOLATING PUPILS

**FOUNDATION STAGE** - a home learning pack would be provided to the child who is isolating and they will be able to access the learning on the website.

**IN KEY STAGE 1** - a home learning pack would be provided to the child who is isolating and they will be able to access the learning on the website.

**IN KEY STAGE 2** - because we have integrated the digital platform (SeeSaw) into everyday learning, any child who is isolating would be able to seamlessly access it from home.