



**BROADWAY
FIRST SCHOOL**
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Remote Learning Policy
September 2020

Aims

This policy has been created to provide clarity and consistency should individuals, groups or classes of children be required to stay at home due to the Covid-19 isolation/lockdown guidance.

Whilst the majority of children have returned to school in September 2020 without issues, schools are required to be prepared to implement remote learning should any children be asked to remain at home because of a localised outbreak or isolation guidance.

Situations where a child may be at home

There are a number of reasons why your child may be required to stay at home as a result of the coronavirus pandemic. These may include:

- A child or someone in their family displays Covid-19 symptoms and is required to stay at home whilst awaiting a test result.
- A child or someone in their family tests positive for Covid-19 and are required to isolate.
- Following positive tests at school, the school are required to send affected bubbles home or required to close.
- An increase in positive cases in the local area requires the school to close either partially or completely.
- Further lockdowns that mean the school can no longer open.

Responsibilities and expectations

Staff

Teachers should create remote learning tasks which link to and support classroom learning. All teaching staff should communicate tasks and deadlines clearly to both pupils and parents, using Class Dojo or an alternative method if required. Feedback should be delivered promptly through Class Dojo, Zoom or alternatives means (if parent does not have access). This should either be to individuals, groups or the whole class to aid progression and develop an understanding of next steps. Teaching assistants should make themselves available to join in with such sessions and assist with checking in on pupils' progress when completing tasks. Staff should be available to assist learning during normal working hours.

Children

Pupils should recognise the value of remote learning in supporting their classroom learning and progression, making time to complete learning to the highest standard possible. Pupils should expect and seek out support when needed to complete remote learning tasks to the highest standard they can and if necessary seek help before it is due in. Pupils should practise and build on what they have learned in school to support their remote learning.

Parents/Carers

It is recognised that home learning provides a challenge to families, especially when they have more than one child and/or are working themselves. In enabling a successful home learning experience, parents and carers should create an environment, which supports time management, a quiet space away from distraction and provide access to the necessary resources.

Parents/Carers should seek to regularly review progress, reminding and prompting their child when appropriate. They should engage with the various resources (videos, links, etc), which include details of how they can support their child. Parents should also ensure that their child remains safe whilst learning from home and suitable e-safety

precautions are taken. Parents/Carers should contact the school to seek further support or advice if needed and use the Class Dojo app to communicate with the class teacher when required.

Expectations of the School and Staff

Staff should create remote learning lessons and activities which link to and support classroom learning. These should provide a variety of tasks that may include paper based, online, interactive and independent work. Staff should take extra care not to overburden pupils with excessive home learning tasks and keep learning in line with the Department for Education's (DfE) demands. All teaching staff should communicate tasks and deadlines clearly to both pupils and parents. Staff will ensure support is available for pupils who need space, time or further advice to complete home learning tasks. Feedback should be delivered promptly, either to individuals, groups or the whole class to aid progression. Any concerns raised through home learning should be discussed with the child's class teacher in the first instance.

What will happen in the event of my child being unable to attend school due to coronavirus?

As previously stated, there are a number of different circumstances that could result in individuals or groups of children needing to stay at home. All of these different circumstances provide a number of challenges. For example, where an individual is required to remain at home, their teacher will continue to be teaching their class. If a class is asked to remain at home then that teacher may have more time to spend directing home learning. As a result of this, an initial 2 day period has been introduced.

The initial 2-day period

In the event of a child being required to remain at home, teachers will communicate via Class Dojo and provide an initial plan for the first two days of remote learning. In most cases, this is enough time for a test result to be returned. A child testing negative will usually be able to return to school by the time the 2-day period has expired.

This initial plan will provide learning across a number of key curriculum areas.

During the 2-day period, work will be provided for:

Maths – Teachers will provide link to an online resource appropriate to the child's ability such as <https://www.bbc.co.uk/bitesize/this-terms-topics> .

Reading – Children will be required to read their allocated reading book or read a free e-book from <https://home.oxfordowl.co.uk/reading/free-ebooks/>

Writing - Teachers will provide link to an online resource appropriate to the child's ability such as <https://www.bbc.co.uk/bitesize/this-termsttopics>

Spelling - Practise their spelling words using different strategies learnt in class. Teachers will provide the words and any associated rules.

Phonics – Teachers will provide a link to a video demonstrating a specific sound appropriate to the child's ability.

Other subject areas – The school's website will contain a bank of links for a variety of subjects that can be accessed as directed by your child's teacher.

In the event of a longer absence then this two-day plan will allow staff time to plan remote learning for children in line with the current curriculum learning to cover the child's absence.

Following the 2-day period

If your child's absence is likely to be longer than 2 days due self-isolation, Covid-19 related illness or because school has been asked to close then a longer term plan will be implemented to support home learning.

Timetable

Teachers will provide a weekly timetable with a summary of each lesson that will take place. Internet links and resources will be provided to support this timetable and direct parents and children to any online teaching videos and resources for each lesson. Where possible, work will be uploaded the day before it is due so that parents can review the following day's learning in advance.

The expectation of lessons will be:

- Daily maths lesson
- Daily English lesson
- Daily phonics lesson or daily spelling lesson
- Each day there will be a lesson/s based around the foundation subjects (science, history, geography, music, computing, art, etc).
- Other activities as appropriate

The table below details how our school will ensure that the DfE's minimum standard of 3 hours work for Key Stage 1 and 4 hours work for Key stage 2 is achieved.

Daily Activities	Key Stage 1	Key Stage 2
Phonics / Spelling	20 minutes	20 minutes (inc handwriting focus)
Handwriting	10 minutes	
Reading	15 minutes	20 minutes
English	30 minutes	60 minutes
Maths	40 minutes	60 minutes
Thrive	20 minutes	20 minutes
Weekly Activities	Key Stage 1	Key Stage 2
Science	1 hour per week	1.5 hour per week
Topic (Geography/History)	45 minutes per week	1 hour per week
RE	30 minutes per week	30 minutes per week
SMSC	30 minutes per week	30 minutes per week
Creative – Art, Design & Music	1 hour per week	1 hour per week
Computing	Alternate weeks	Alternate weeks
PE	1 hour per week	1 hour per week
This broadly represents 1 -1.5 hour per afternoon		

Content for Maths

The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.

Content for Phonics

In the event of a full or partial closure teachers will record a video of the daily phonics lesson for children to watch at home. In the case of an individual child self-isolating the teacher will provide parents with a link demonstrating how to deliver the sounds the child is working on.

Content for English

In the event of a full or partial closure, teachers will record a video of an input to the English focus each day for children to watch as an introduction.

The school follows the 'No Nonsense Spelling' scheme. This will continue each week with teachers providing the appropriate resources for the spelling pattern. There will be a spelling test set each week.

Content for Other Subjects

As well as English and maths, there will be a lesson provided for one other subject each day. This will follow the same schemes that are being followed in school. In the event of a partial or full closure, the teacher will either provide a recorded video introducing the lesson and activities or direct you to an appropriate link, for example video content on the Oak National Academy.

The Oak National Academy have created videos and resources to support the national curriculum and is endorsed by the Department for Education.

The rest of the day will be filled by completing the sessions detailed in the table on page 4.

Early Years: Pre-school and Reception

Area of Learning	Reception Resources	Reception Timings
Literacy Phonics Speed sound lesson Word review spellings	RWI videos relevant to sounds shared via Dojo. Teacher input video to support plus activity/reading or writing shared via Dojo and in home learning pack.	25 minutes daily
Literacy Reading	Sharing a book with an adult	20 minutes daily
Communication and language Literacy Writing / Mark making or Fine-motor skills	Dojo to share activity task and/or teacher video input. Explore Oak Academy resources.	20 minutes daily
Mathematics	White Rose content with support from Oak Academy to continue unit of work from class. Teacher input video to support.	20 minutes daily
Expressive arts and design	Continuation of current theme: Dojo to share theme based activity task and/or teacher video. Twinkl	20 minutes x2/3 a week

Understanding the world	Continuation of current theme: Dojo to share theme based activity task and/or teacher video. Twinkl Oak Academy science resources	20 minutes 2/3 times a week
Physical development	Boogie Beebies Cosmic Kids yoga Andy's animals Dough Disco	30 minutes daily including 10 minutes daily fine motor
Personal, social and emotional development	Carry out small household tasks to develop self-esteem, resilience and confidence.	Throughout out the day.
Learning through free play	Play is a really important part of how children learn so ensure you allow some time to play. This may be based on the current theme or any free play. Continuation of current theme: Dojo to share theme based activity task and/or teacher video.	At least 2 hours each day

As pre-school children are not statutory school age then they will not be expected to follow the activities detailed in the table above. Instead, staff in this class will provide parents with a range of activities each week that parents can access to support learning if your child is at home.

Contact with Teachers

In the event of a full or partial closure, teachers and teaching assistants will host two whole class live sessions on Zoom during the week. The purpose of these will be for the children to be in contact together as a class, for the teacher to summarise the learning for that week and for children to share work that they have done. These sessions are vital in ensuring children at home feel they are still part of the school community and remain in contact with staff and friends. Timings for the sessions will be staggered to support families with access to only one device and several children spread across classes. Details of these sessions will be sent via Class Dojo.

Access to Technology at Home

Parents that have difficulties accessing technology at home have been invited to notify the school. This will help identify those children that may need alternative provision. If circumstances change then you should notify school immediately so that we can alter how work is sent to you.

A section has been created on the school website containing links to different online learning resources that we use to ensure that parents are able to support their child to access each site.

Printed Resources

We will provide all children with exercise books and/or paper plus other essential equipment to complete work at home if this is necessary. We will print packs and arrange a method for getting these packs to children who are unable to access resources online.

Where possible, we shall use the features of Class Dojo to enable work to be completed and returned electronically such as by completing directly on screen, photographing work in books or by recording video.

Class Dojo

Every child has their own portfolio set up on Class Dojo and all parents will be connected to their child's class teacher on Class Dojo. This will be used as a means of direct communication between the teacher, parent and child.

Activities will be uploaded to Class Dojo where they can be filled in through the app or completed in books then photographed and returned to the teacher for marking and feedback.

Teachers will use the Class Story feature to communicate with the whole class. A message will be posted on Class Story each morning with a summary of what the lessons will be that day.

There is an expectation that children/parents will submit work via Class Dojo and that teachers will respond to the work submitted.

The majority of children are aware of how to logon to Class Dojo using the supplied QR Code and have received sessions in school teaching them how to retrieve work, complete it and return it to their teacher.

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they do not fall behind with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

This policy will be reviewed during the lockdown period and amended as necessary.