



Remote Learning Policy

Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The Remote Curriculum: 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 teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children should expect for learning to include activities set on the schools DB primary platform, as well as using the other key sites the school and children use on a regular basis. These include:

- Times Table Rockstars
- MyMaths
- White Rose Maths
- Phonics Play
- Pobble 365
- GetSet4PE resources
- The Literacy Shed

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE has been adapted to be accessible at home, using a range of items used in place of normal sports equipment.

Each day, children are expected to complete their learning and a timetable of the day can be seen further on in this document (appendix A). Core subjects will be taught discretely, with White Rose being used to support mathematics learning (just as it is in school) with the Effective Writing Process being used in English with the children completing final pieces in their units.

The 'selection box' (see example in appendix B) will be running to include the foundational subjects. Children will therefore choose which subjects they complete on which day. Children have options to complete, on average, two activities an afternoon (unless indicated otherwise) so that across the week they have completed all of the activities given. These will link to a varied range of foundation subjects and ensure that the children are still accessing a broad and balanced curriculum.

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

| | |
|-------------|------------------|
| EYFS | 3-5 hours |
| Key Stage 1 | |
| Key Stage 2 | |

The above is a guide, and dependent on individual home circumstances which would be communicated with the school.

Accessing Remote Learning

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

In order to access their learning children will be using the following platforms:

- DB primary – used to upload the selection box and daily maths and English tasks. Links to other sites will also be accessed through DB primary (please see later section).
- Tapestry – used for our EYFS children and parents.
- Times Table Rockstars – for times table related learning
- MyMaths – for additional and complimentary math learning
- Phonics Play – for phonics learning
- Zoom – to take part in live wellbeing and learning sessions

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school will issue the lending of a school tablet and/or laptop to pupils. This information is published on the school newsletter. Parents/carers should contact the school's Covid Co-ordinator for arrangement of this.
- Class teachers will create packs of learning to be collected by parents if internet access is unable to be obtained. Parents/carers should contact the school's Covid Co-ordinator for arrangement of this.

How will my child be taught remotely?

Below can be found a list of approaches that will be used, by class teachers, to educate children remotely. These approaches, if used in specific Key Stages, will be indicated.

Videos to support learning will be used primarily from:

- White Rose – for maths learning
- The Literacy Shed – for English learning
- Mr Thorne – for Phonics learning (primarily EYFS and KS1 but some KS2 where applicable)
- DBprimary - teacher's own recordings for all subjects – where applicable (KS1 and KS2)

Commercially available websites to support teaching and learning

- MyMaths
- Times Table Rockstars (KS2)
- Phonics Play
- Pobble 365
- White Rose
- The Literacy Shed
- BBC bitesize and BBC Teach
- Oak National Academy
- GetSet4PE

Further approaches include:

- Zoom – for live teaching and wellbeing sessions at appropriate times throughout the week (this will be different for EYFS, KS1 and KS2)
- Power point presentations to support learning (uploaded to DB primary/Tapestry)
- Worksheet tasks to complete (uploaded to DBprimary/Tapestry)
- Long-term project work and/or internet research activities
- Teaching packs (as previously stated) where internet access is not able to be obtained

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

The expectation is for the children to complete their learning as independently as possible. To support this we are not expecting daily uploads of pictures or completed activities to be sent in to class teachers. However, each day children should email their class teacher outlining how they found the learning, and which selection box activities they have completed. Alternatively, they may click 'finished' on tasks on DB primary leaving a comment for their class teacher to view and respond to where appropriate (KS1 and KS2). A weekly email containing images would be a lovely addition, but is not a necessity (this may be more appropriate for EYFS children). Children should log on to DB primary/Tapestry each morning and check their email and their class page for any new messages that they might have received. Children and parents should contact their class teacher throughout the school day if they need further support or guidance with any of the learning that has been set.

Parent's, especially for children in EYFS and KS1, will need to support children with accessing learning online as well as reading and explaining tasks to children. Parents of children in all year groups will need to set up routines and expectations for completion of tasks with their children at home.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will be keeping a daily record of children's engagement with learning. Through DB primary Tasks, teachers can log which children have accessed, started and completed their online learning daily. They will also keep a log of communication sent, via email or tasks on DB primary. This information is then passed to the Assistant Headteacher each Friday with a discussion-taking place with class teachers regarding the weekly information. The Assistant Headteacher will then make a phone call home to inform parents of the concern relating to engagement, and offer support and guidance with remote education going forward.

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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Times Table Rockstars, MyMaths – marked automatically
- White Rose Maths – self-assessment often used with Teacher available after to address misconceptions
- Written feedback on extended writing, selection box projects and photo or video uploads. This will be provided on the Task section, or email of DB primary
- Rewards may be used in some classes to motivate and praise pupils. These will be delivered on the DB primary platform.
- Headteacher awards for particular pieces given to 2 pupils in each class weekly
- Video's sent by Assistant Headteacher to any pupils highlighted for achievement in any class across the school

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?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Resource packs sent home to support learning, these include a range of manipulatives and other accessing strategies that mirror those used in a school environment
- Differentiated tasks set, to allow children to access learning, just like in a classroom environment
- Intervention tasks, where possible, sent and led by class LSAs
- Welfare calls from the SENCO and Assistant SENCO where appropriate

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

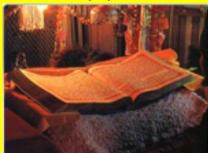
Children would receive learning on the platforms mentioned previously, however, they would not have access to any live lessons via zoom. The lessons set would allow children to continue learning alongside the main learning taking place for the rest of the class in school. Therefore, the math and English sequence for learning would continue for this child at home, to ensure a smooth transition upon their return to school.

Children would receive feedback (as outlined previously), but due to the constraints of teaching the main class, this would be sent at set intervals during the school day.

Appendix A – Timetable suggested for a day of remote learning

| | |
|---------------|--|
| 9:00-9:30 | Spelling and either Phonics, Reading Comprehension or Grammar |
| 9:30-10:30 | Maths Activity |
| 10:30-10:50 | BREAK TIME |
| 10:55 – 11:10 | Daily Math Meeting |
| 11:10-12:00 | English Activity |
| 12:00-1:00 | LUNCH TIME |
| 1:00-1:15 | Quiet Reading |
| 1:15-2:00 | Cross Curricular Activity from selection box (based on your child's topic) |
| 2:00 – 2:20 | BREAK TIME |
| 2:20-3:00 | Cross Curricular Activity from selection box (based on your child's topic) |

Year 6 - Selection Box 25.01.21

| | | | |
|---|---|---|--|
| <p>Science - Double</p> <p>Inheritance</p> <p>Last week you looked at habitats and how animals adapt, this was to help support this new unit. We are looking at characteristics that are passed on to offspring from their parents - inherited.</p> <p>Activity 1 Sorting characteristics into those that are inherited and those that are acquired.</p> <p>Activity 2 - please wait until Mr B sends you the data for this. You must complete the survey on our class page - scroll down to find it.</p> | <p>Computing</p> <p>People Online</p> <p>This week you will be looking at what information is, and which is not safe to share online with people. If you are ever unsure of online activity - remember - speak to a trusted adult.</p> | <p>PSHE</p> <p>It's ok to disagree</p> <p>If someone else expresses their different opinion to you in a way that makes you feel upset, angry or uncomfortable, or makes you feel like your opinion is not right, what could you do? This activity helps you think of positive resolutions to disagreements.</p> | <p>Art + DT - Double</p> <p>Screen Free Tasks</p> <p>Self-Portrait Art</p> <p><u>Task 1</u> Use the clip to help draw a portrait of yourself. Seems we have been looking at ourselves and what we inherit in Science I thought this might be a bit of fun!</p> <p><u>Task 2</u> Try drawing someone else. It can be a family member, hero you have or a friend. For this piece, once you have drawn them have a focus piece in the picture that is the only part that is in colour.</p> <p>Marble Run Follow the instructions on the document to make your own Marble run at home.</p> |
| | <p>RE</p> <p>Guru Granth Sahib</p> <p>This week you will be reading, and taking notes to support your lesson next week. There are reminders in the presentation to help you with this.</p>  | <p>PE</p> <p>Screen Free Tasks</p> <p>Fill the Pot and Gymnastics The first activity this week is a target game. You will need items from around the house.</p> <p>The second activity will test your balancing ability.</p>  | |

Remember that every day you should complete at least 15 minutes silent reading!