



# Remote Learning Policy September 2020

*"Online learning will never replicate our time in the classroom, but following these simple steps can help keep learning accessible, which is a good place to start."*

## **Purpose**

This document was originally written in the context of the Coronavirus Covid-19 outbreak of Spring 2020 it has been updated and reviewed to take into account current thinking and improving practice. It is intended to complement advice and guidance already laid out in other school policies with particular respect to the Staff Code of Conduct, Child Protection and Safeguarding Policy, eSafety Policy and ICT Acceptable Use Policy.

This policy has been written to ensure that if the school is required to close a bubble (class of children) or for the school as a whole to go into lockdown again then parents and staff are aware of the expectations on learning.

Bubbles will be closed if a case of coronavirus has been reported within that bubble. School closures will occur if there has been a local or national lockdown and we have been given the instruction to close.

If children are too ill to come to school with non-related COVID issues we will not be setting home learning. In these circumstances as soon as your child is well enough to learn they should be back in school.

## **Aims:**

- To maintain the health and well-being of all staff, pupils, families, governors and stakeholders within the school community.
- To maintain the learning opportunities available to all children in the event that they cannot physically attend school.
- To ensure that all children can participate in learning online via iPad, tablet, laptop or mobile phone. Provision will ensure that siblings using a single device in the home will be able to take turns throughout the day. Where the technology is not available children will be able to access learning through learning packs sent home or collected weekly.
- To safeguard children during a period of time that they are not able to attend school.

## **Available provision:**

- 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. For the first day please complete activities set on the Year group Frog homepage.
- 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, at home PE activities may differ and the use of resources may vary.
- Children will be provided with daily English and maths activities. The activities will be made available via Frog or through a learning pack sent home. The activities will be the same in the learning pack as it is online.
- It is expected that children complete at least 3 hours KS1 and 4 Hours KS2 remote learning everyday.

- Children will complete literacy, numeracy and foundation subject work to ensure the curriculum is broad and balanced.
- Children can will be provided with reading books from school which they will be expected to read daily. Big cat online books will be used to ensure children can continue with their home reading. Families should supplement reading with their own books throughout longer school closures.
- Teaching staff and the headteacher will be available during normal school hours and will aim to answer any questions in a timely fashion as usual.
- Click View videos.
- Century Tech- for KS2 pupils.
- Resources can be borrowed from school where available.

### **Activities provided**

- Teachers will add a daily recording this may be a general introduction to the day or part of a lesson.
- A Maths and English resource/lesson will be uploaded daily.
- Maths – new learning and consolidation activities (depending on the year groups) with answers; times tables.
- English – Spellings, grammar, phonics and writing activities.
- Teachers will put the answers for English and Maths on Frog daily.
- Reading – Extra books to be borrowed from school.
- Topic will be set for the week or Foundation subject activities all based on the curriculum learning objectives.
- Frog assignments – allow work to be sent directly to class teachers.

### **Activities that parents can provide**

- This is an excellent opportunity for parents to teach children 'real life' lessons. For example, if you are planning meals for the week, involve your children, get them to photograph and evidence in their book/ on Frog
- This is a terrific opportunity to teach children how to run a household. Ideas that could be explored are:

o Writing - paying bills/financial management

o Cooking meals/shopping online/nutrition

o Household exercise – Youtube Yoga, Mindfulness and garden activities etc

o Gardening

o Baking

o Decorating

o Online music lessons

o Making playdough

o Helping the community – how can we help people who are self-isolating without contact?

- Any activity that exposes the children to something that is new is great – document it in your book / or on Frog .

### **Feedback**

- 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:
- Feedback in the Frog timeline to the whole year group - this will be focused on work in general.
- Individual feedback including points for improvement will be given through assignments or emails.
- Children will may use an exercise book to complete tasks. Their work can be marked by a parent or by the child, using answers given.
- Parents can email work to the class teacher.

### **E-safety**

- School and parents must work together to ensure that children are safe online
- Children must remember what they have learned in class about staying safe online. They must not share their passwords with others.
- Parents must supervise children whilst they are using the internet. Parents must remind children that whatever they write online is visible to others and leaves a digital footprint.
- Children should only be exposed to age appropriate APPS and sites.

### **Rules around the use of Frog**

- It is not to be used by child, or parents, as a forum for chatting

### **Role of the parents:**

- Parents are expected to support learning by establishing a positive routine for children.
- Parents need to ensure that children log on daily.
- Teachers will complete an attendance register to track children’s participation and will be contacting parents about their child’s engagement in remote learning.
- Failure to participate may trigger an intervention from the learning mentor in the first instance followed by the head teacher, who will contact parents directly to ensure the well-being of the child.
- Parents must report sickness absence in the usual way, using email or telephone call to the office.
- If parents are concerned with an area of home learning it is important to contact school in the first instance so matters can be resolved.

**The head teacher will continue to update this policy throughout any period of remote learning so that it responds to the real time issues that occur. It may change due to staff being ill. Please be aware that we are trying our best to support the learning of your child through this continuing time of change and challenge.**

This policy was adopted and agreed by Governors in September 2020.

To be reviewed annually.

Adopted – September 2020

Signed by:

Terry Arnett, Chair of Governor.      Date September 2020



Sarah Bracken, Headteacher. Date September 2020



## Online Resources – this is not an exhaustive list

<ul style="list-style-type: none"><li>• <b>Oak Learning Academy</b></li><li>• <a href="https://nrich.maths.org/">https://nrich.maths.org/</a> mathematical resources; activities and games</li></ul> <ul style="list-style-type: none"><li>• BBC Learning / BBC bitesize</li></ul> <p><a href="http://www.bbc.co.uk/learning/coursesearch/">http://www.bbc.co.uk/learning/coursesearch/</a></p> <p>This site is old and no longer updated and yet there's so much still available,</p> <p>from language learning to BBC Bitesize for revision.</p> <p>No TV licence required except for content on BBC iPlayer.</p> <ul style="list-style-type: none"><li>• Blockly</li></ul> <p><a href="https://blockly.games">https://blockly.games</a></p> <p>Learn computer programming skills - fun and free.</p> <ul style="list-style-type: none"><li>• Scratch</li></ul> <p><a href="https://scratch.mit.edu/explore/projects/games/">https://scratch.mit.edu/explore/projects/games/</a></p> <p>Creative computer programming</p> <ul style="list-style-type: none"><li>• National Geographic Kids</li></ul> <p><a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a></p> <p>Activities and quizzes for younger kids.</p> <ul style="list-style-type: none"><li>• Duolingo</li></ul> <p><a href="https://www.duolingo.com">https://www.duolingo.com</a></p> <p>Learn languages for free. Web or app.</p> <ul style="list-style-type: none"><li>• Mystery Science</li></ul> <p><a href="https://mysteryscience.com">https://mysteryscience.com</a></p> <p>Free science lessons</p> <ul style="list-style-type: none"><li>• Twinkl</li></ul> <p><a href="https://www.twinkl.co.uk">https://www.twinkl.co.uk</a></p> <p>This is more for printouts, and usually at a fee, but they may offer free access to parents because of school closures.</p> <ul style="list-style-type: none"><li>• Toy Theater</li></ul> <p><a href="https://toytheater.com/">https://toytheater.com/</a></p> <p>Educational online games</p>	<ul style="list-style-type: none"><li>• The Kids Should See This</li></ul> <p><a href="https://thekidshouldseethis.com">https://thekidshouldseethis.com</a></p> <p>Wide range of cool educational videos</p> <ul style="list-style-type: none"><li>• Crash Course Kids</li></ul> <p><a href="https://m.youtube.com/user/crashcoursekids">https://m.youtube.com/user/crashcoursekids</a></p> <p>As above for a younger audience</p> <ul style="list-style-type: none"><li>• Crest Awards</li></ul> <p><a href="https://www.crestawards.org">https://www.crestawards.org</a></p> <p>Science awards you can complete from home.</p> <ul style="list-style-type: none"><li>• Paw Print Badges</li></ul> <p><a href="https://www.pawprintbadges.co.uk">https://www.pawprintbadges.co.uk</a></p> <p>Free challenge packs and other downloads.</p> <p>Many activities can be completed indoors. Badges cost but are optional.</p> <ul style="list-style-type: none"><li>• Tinkercad</li></ul> <p><a href="https://www.tinkercad.com">https://www.tinkercad.com</a></p> <ul style="list-style-type: none"><li>• Cbeebies Radio</li></ul> <p><a href="https://www.bbc.co.uk/cbeebies/radio">https://www.bbc.co.uk/cbeebies/radio</a></p> <p>Listening activities for the younger ones.</p> <ul style="list-style-type: none"><li>• British Council</li></ul> <p><a href="https://www.britishcouncil.org/school-resources/find">https://www.britishcouncil.org/school-resources/find</a></p> <p>Resources for English language learning</p> <ul style="list-style-type: none"><li>• Oxford Owl for Home</li></ul> <p><a href="https://www.oxfordowl.co.uk/for-home/">https://www.oxfordowl.co.uk/for-home/</a></p> <ul style="list-style-type: none"><li>• Geography Games</li></ul> <p><a href="https://world-geography-games.com/world.html">https://world-geography-games.com/world.html</a></p> <p>Geography gaming!</p> <ul style="list-style-type: none"><li>• The Imagination Tree</li></ul> <p><a href="https://theimaginationtree.com">https://theimaginationtree.com</a></p> <p>Creative art and craft activities for the very youngest.</p> <ul style="list-style-type: none"><li>• DK Find Out</li></ul> <p><a href="https://www.dkfindout.com/uk/">https://www.dkfindout.com/uk/</a></p>
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# **Remote Teaching and Learning – Staff Guidelines September 2020**

## **Introduction**

This document was originally written in the context of the Coronavirus Covid-19 outbreak of Spring 2020 it has been updated and reviewed to take into account current thinking and improving practice. It is intended to complement advice and guidance already laid out in other school policies with particular respect to the Staff Code of Conduct, Child Protection and Safeguarding Policy, eSafety Policy and ICT Acceptable Use Policy.

The primary intention of this document is to provide advice to all staff on maintaining the safety of children and themselves as we switch to conducting a vast majority of teaching and learning using online approaches. The document also provides guidance for staff on school expectations for remote learning.

This document covers:

- Staff responsibilities
- School to home communication
- Home to school communication
- Staff to staff communication
- Frog

## **Staff Responsibilities**

Safeguarding	If you become aware of any safeguarding concern, your statutory duty to report this remains in place:  Contact any of the Designated Safeguarding Leads:  Sarah Bracken – <a href="mailto:s.bracken@finhamprimary.co.uk">s.bracken@finhamprimary.co.uk</a>  Emma Whittle – <a href="mailto:e.whittle@finhamprimary.co.uk">e.whittle@finhamprimary.co.uk</a> (07732604221)  Laura Francioso-Hehir - <a href="mailto:l.francioso@finhamprimary.co.uk">l.francioso@finhamprimary.co.uk</a>  or  MASH (Multi-Agency Safeguarding Hub) – 02476 788555
GDPR	You need to ensure you are not sharing information with anybody who should not have it. This includes sharing information on Frog. It also includes ensuring that other members of your household do not have access to the school devices that you use to work on. If you are aware of any issues, please report them to the headteacher. This includes any data breaches – these must be reported.



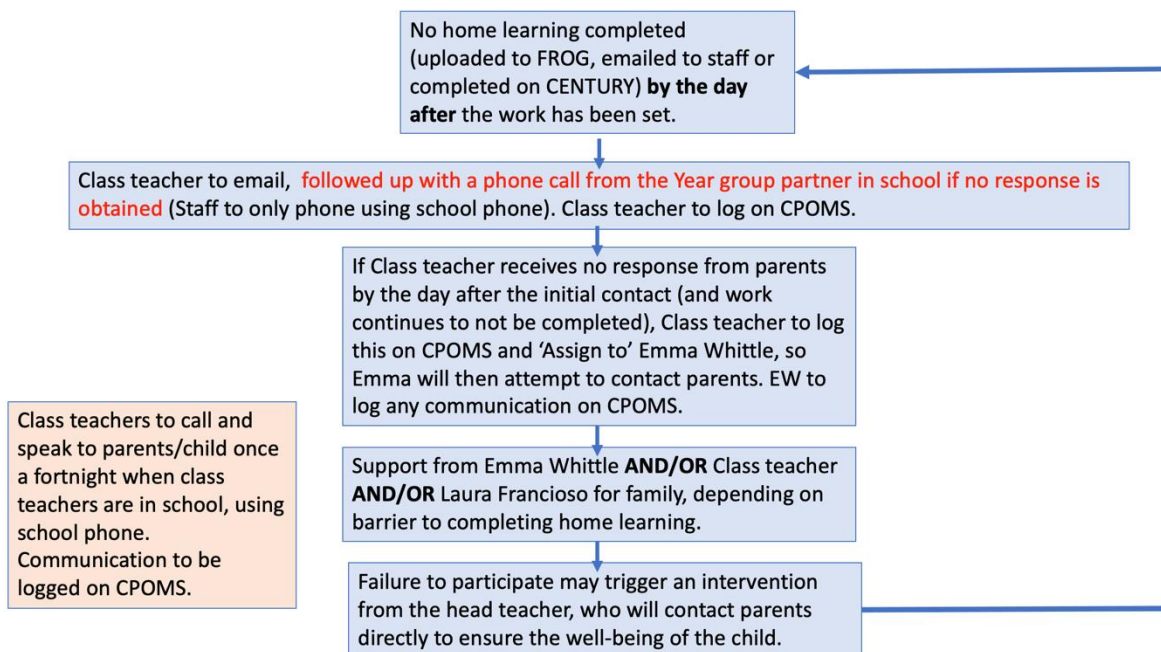
Equality	Our statutory duties regarding equality remain in place. If you become aware of any child or parent unable to fairly access our provision at this time (e.g. through not having English as a first language or a cultural barrier or a disability), please make the headteacher aware of this.
Whistleblowing	You retain your statutory duty to share any worries you have about inappropriate behaviour from colleagues. Any issues should be reported to the headteacher unless they are about the headteacher in which case they should be reported to the Chair of Governors. His contact details are on the safeguarding policy or can be obtained from the school office.

### **School to home communication**

During this period, we will be communicating using the following approaches:

Method	Can be used by...	Purpose
Telephone	Staff in school. In exceptional circumstances staff at home could telephone parents but this needs to be checked with the headteacher first and telephone number IDs must be blocked. (141)	Direct communication with particular parents.
Email	The primary email account to be used is "admin@finhamprimary.co.uk". However, anyone with their own school account could use this where there is a clear and justifiable purpose (Home learning) Personal email accounts should never be shared or used.	Direct communication with particular parents or groups of parents.  Children should never be emailed directly.
Text	This is managed and maintained by the admin team.	Direct communication – can be to the whole parent population or can be targeted. Limited characters per text.
Website	This is managed and maintained by the headteacher and admin team.	General communication. Accessible to the whole online community.
Twitter	Headteacher and Class teachers.	General communication. Accessible to the whole online community.
Frog	Headteacher, Teachers, Office staff	Setting and receiving work – see below for more detail.
Physical Letter	Admin team will coordinate this for families who have requested it.	All essential communication needs to be provided this way where parents do not have internet access.

- Do not attempt to communicate with children or adults via any alternative means.
- If you do not have access to any of these communication methods, ask one of the people who does to pass on messages for you.
- Read back all communication before you send it. Does it read as you meant it to? Could it be misinterpreted? It is good practice, where possible, to get somebody else to check messages before you send them.
- Staff should always use school hardware for communicating with home



## Home to school communication

During this period, we are encouraging families to communicate with us using the following methods:

- Telephone to school office
- Email [admin@finhamprimary.co.uk](mailto:admin@finhamprimary.co.uk)
- Children can communicate with teachers via Frog either in the public stream (which is seen by all classroom users) or through the messaging system in assignments.
- Parents can email individual pieces of work to class teachers using the teachers school email account.

Some families have the email accounts of particular teachers for justifiable reasons and it is fine for these to be used appropriately. Staff should inform the Headteacher if they feel they are receiving emails that they should not be or that concern them.

Staff should not respond to communication attempted in any other way. For example:

- On social media (including the school's Twitter account – we do not message from there)
- On personal email accounts

Any such attempt should be reported to the headteacher.

### **Staff to staff communication**

Email is the preferred method of staff-to-staff communication as this provides a clearly transparent trail. However, talking by telephone is also important. For communication about children CPOMs is the preferred method.

**We are being strongly advised not to use WhatsApp chats (or other social media platforms) for school purposes. This is not GDPR compliant and not licensed for business use.**

Staff need to remember that everything written down electronically or otherwise can be requested in Subject Access Requests regarding children and parents.

### **Frog**

#### **Overview**

We have agreed that staff will use Frog to share work with children during each school week where school is closed due to the Coronavirus outbreak. This will exclude planned holiday periods. Each daily task is scheduled by the class teacher to appear first thing in the morning each day where possible. Within year groups, tasks set are identical to allow one teacher to plan Maths, the other English as appropriate.

Phase leaders will review the online learning. SENco will review and offer support for SEND children.

Children then access this information online in their particular classroom, upload completed work through assignments and can comment in the “stream” within each class. Parents can email individual pieces of work. Teachers are also encouraged to comment in these streams but need to be very mindful of the following:

- You should not be logged into Frog constantly – this is not good for your wellbeing
- Have specific time for planning, resourcing and feedback.
- Give yourself defined periods to login each day and respond to comments on Frog and via parents’ emails.
- Each comment is written here as a professional – make sure it could not be open to misinterpretation
- You can provide feedback in the general stream to the whole year group - this should be focused on work and, in the main, positive. Praise effort. Individual feedback including points for improvement should be given through assignments or emails.
- If any comment or conversation worries you, including if you are concerned that one of your own comments has been misinterpreted, report this immediately

### **English and Maths Content**

Scanned work from text books is fine (for example Maths On Target for KS2), along with the usual resources we are already familiar with (eg Twinkl, Classroom Secrets, White Rose Maths etc).

Work set on Century Tech for KS2

ClickView – videos and tasks

Videos and recordings will be uploaded to support the learning where required

Answer sheets can be uploaded to allow children to self-mark where needed – these can be scheduled a day after the task is set.

Children will not work by editing documents that we have uploaded – this is too complicated. They can work on paper or on their own new documents (e.g. within Word or PowerPoint) online, whichever is available and best suits the task set.

### **Foundation subject Topic Contents or individual Foundation subjects**

Teachers can create a topic planner of activities based around the current topic. **Links to subjects and leaning objectives for each activity to be made clear.**

### **Additional Content:**

- PSHE materials will be provided for all year groups by the PSHE lead and other subject leaders may also provide ideas to be shared with children across different year groups.
- Access and information about other reading resources online will be made available and should be shared on Frog
- Century Tech
- Click View
- Charanga – music
- Ideas on the Finham Families page

### **Sharing Resources**

Links to websites for specific maths, English and topic tasks (as above) can be provided to children in the weekly planning on Frog but putting a list of general websites up should be avoided – links should be task specific in order to be used effectively. The Year group homepage facility on Frog can be used to point children in the direction of interesting things from websites (e.g. – “have you seen this book?”). Alternatively you could set up a different section (e.g. “Check it out”) for interesting links and ideas.

### **Limiting printing**

Lessons need not/should not necessarily all be worksheet based. Consider games, activities, exploratory challenges to achieve the same outcome. Our aim is to engage and enthuse the children, not get them sat at a computer for hours.

### **Differentiation and setting expectations**

Where a worksheet is used, the level of challenge must build throughout the worksheet. There is a facility on Frogs to target work to particular individuals and groups but the agreed approach is to make

all levels of task available to all (differentiated in a way familiar to the children, chilli challenge, progressively building challenge where appropriate etc).

Differentiation by outcome can also be used although teachers should consider giving parents guidance on what might be expected in terms of content/features etc. Non-negotiables should be uploaded for each class to help parents manage/understand/focus on year group expectations. In addition, parents might be provided with some guidance as to how long a task might take, without being overly prescriptive.

### **SEND**

Teachers need to consider which children in their class have additional needs that will be a barrier to them accessing the content available on their Frog. Where this is the case, teachers should liaise with the SENDCO for advice and guidance.

### **Children who do not have internet access or sufficient resources, we can provide laptops to parents where they are available.**

Anything provided online will also need to be copied and prepared in a pack for children who cannot access the internet and have not signed up for Frog so they can be either picked up from the school office or delivered by us as needed. It is acknowledged that much content is, by its nature, internet based and packs may, therefore, not always be as complete as the online provision; however, teachers must remain mindful of those children from whom access to the internet is restricted for various reasons.

Similarly, children who do not have resources to complete tasks will need to be supported with the provision of materials. Where teachers are aware of such issues they should discuss this with the headteacher.

### **Children in School If we have a lockdown**

Children still in school (critical worker children and vulnerable children) will complete tasks based on those set for them on Frog where possible.

The work both in school and though home leaning will be based upon the normal class timetable and curriculum.

### **Feedback**

Children can return work on Frog which might mean uploading a picture of their completed work, uploading their completed worksheet or uploading some individual writing that they have done.

Parents have been informed that Frog is regularly monitored but that teachers are not available all the time. They have also been informed that individual feedback may not be given on each piece of work returned on Frog though the time line. Individual feedback will be given on assignments and emailed work where appropriate.

Teachers should be mindful of the positive impact of acknowledging hard work and effort.

Specific pieces of work can be emailed to the class teach via a parent’s email address. This piece of work will be given more specific feedback.

**Our expectations**

When children are off due to COVID (and other exceptional circumstances) we need to make sure that we develop remote learning education so that it is integrated into the school’s curriculum planning.

During your weekly planning meetings, please indicate on your weekly-timetable how home learning will be delivered in the event that one of your children isn’t here e.g. lesson PowerPoint sent home, Oak Learning resource used to teach grammar lesson.

Please see the table below for more specific information.

For the first day a child is off they can complete remote learning activities found on their class Frog page

<b>Subject</b>	<b>Child isolating at home/ waiting for test</b>	<b>Bubble Closure</b>
<p>Numeracy</p> <p>Following White Rose Recovery Curriculum</p>	<p>Arithmetic = Year Group Specific 5-a-day</p> <p>Numeracy activity uploaded daily, that supports the learning that the children should currently be covering at school.</p> <p>This could be a worksheet with accompanying website links, tasks on Century for KS2 or your maths resourcing for the lesson.</p> <p>Staff should also be building in opportunities for reasoning with the children across the week.</p>	<p>Arithmetic = Year Group Specific 5-a-day</p> <p>Numeracy activity uploaded daily, that supports the learning that the children should currently be covering at school.</p> <p>This could be a worksheet with accompanying website links, tasks on Century for KS2 or your maths resourcing for the lesson e.g. PPT</p> <p>Staff should also be building in opportunities for reasoning with the children across the week.</p> <p>Videos to support mathematical understand, showing modelled examples of work.</p>
<p>Literacy</p> <p>Focus on Writing stamina Cursive handwriting Phonics</p>	<p>Spelling and Grammar activities focusing on the key skills for that week.</p> <p>Links related to Oak Learning.</p> <p>Writing task: Short pieces of writing.</p>	<p>Introduce your book/stimulus and explain what the genre will be.</p> <p>Practice the grammar and punctuation skills that the children will need.</p> <p>Do some short writes that will build up the children’s stamina of writing.</p>

<p>Punctuation</p>     <p>SOS Spelling key words per year group</p>		<p>Set the long write, with the success criteria – what you will be looking for when writing.</p> <p>Ensure that SOS method is taught in class so that the children can practice.</p> <p>Teach skill/letter pattern/string</p> <p>Set spelling test (dictation) – which we can pre-record.</p>
<p>Reading</p> <p>Focus on Daily reading</p> <p>Viper skills</p> <p>Test style questions</p>	<p>Upload text chapters to FROG – where publishing permission allows.</p> <p>Upload Comprehension Questions for the week – your choice – either based on a new text or the original text that you used.</p> <p>Upload any ppt slides that accompany learning.</p>	<p>Teachers create a voiceover video recording which clearly shows the text and the children can hear the text being read to them, so they can hear the fluency, expression, intonation and pronunciation of words, clearly modelled for them.</p> <p>Highlight and explain the vocabulary that you know will be unfamiliar and will need explaining.</p> <p>Provide the children with a copy of the text that they will be able to read independently on their screen at home – where publishing permission allows.</p> <p>Either through PowerPoint or video, demonstrate the specific VIPER skill that you want the children to work on.</p> <p>Set questions based on that skill – your choice – either based on a new text or the original text that you used.</p>
<p>Foundation</p>    <p>All year groups to start with the new Finham curriculum</p>	<p>Individual Foundation subjects set daily linked to appropriate curriculum objectives.</p> <p>Or</p> <p>Project linking to class topic for the week. This will be linked to appropriate curriculum objectives but will allow families the flexibility of deciding which day each activity is completed on.</p>	

This policy was adopted and agreed by Governors in September 2020.

To be reviewed annually.

Adopted – September 2020

Signed by:

Terry Arnett, Chair of Governor. Date September 2020



Sarah Bracken, Headteacher. Date September 2020

