



Remote Learning Policy

September 2021

"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 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, 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:

- 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 an hour of English and an hour of Maths each day
- Children will also be provided with an ongoing project for their topic work or daily foundation subject work to ensure the curriculum is broad and balanced.
- Children will be provided with up to 3 reading books from school (if we know in advance) which they will be expected to read daily. 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

Activities provided

- 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 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

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

- Children will take an exercise book home (if we know in advance)so that they can complete tasks. Their work can be marked by a parent or by the child, using answers given.
- Parents must email work to the class teacher- this should make the Frog site run more smoothly.

Online Resources

- <https://nrich.maths.org/>
mathematical resources; activities and games
- BBC Learning

<http://www.bbc.co.uk/learning/coursesearch/>

This site is old and no longer updated and yet there's so much still available, from language learning to BBC Bitesize for revision. No TV licence required except for content on BBC iPlayer.

- Blockly

<https://blockly.games>

Learn computer programming skills - fun and free.

- Scratch

<https://scratch.mit.edu/explore/projects/games/>

Creative computer programming

- National Geographic Kids

<https://www.natgeokids.com/uk/>

Activities and quizzes for younger kids.

- Duolingo

<https://www.duolingo.com>

Learn languages for free. Web or app.

- Mystery Science

<https://mysteryscience.com>

Free science lessons

- The Kids Should See This

<https://thekidshouldseethis.com>

Wide range of cool educational videos

- Crash Course Kids

<https://m.youtube.com/user/crashcoursekids>

As above for a younger audience

- Crest Awards

<https://www.crestawards.org>

- Tinkercad

<https://www.tinkercad.com>

- Cbeebies Radio

<https://www.bbc.co.uk/cbeebies/radio>

Listening activities for the younger ones.

- British Council

<https://www.britishcouncil.org/school-resources/find>

Resources for English language learning

- Oxford Owl for Home

<https://www.oxfordowl.co.uk/for-home/>

- Geography Games

<https://world-geography-games.com/world.html>

Geography gaming!

- The Imagination Tree

<https://theimaginationtree.com>

Creative art and craft activities for the very youngest.

- Toy Theater

<https://toytheater.com/>

Educational online games

- DK Find Out

<https://www.dkfindout.com/uk/>

Activities and quizzes

- Twinkl

<https://www.twinkl.co.uk>

This is more for printouts, and usually at a fee, but they may offer free access to parents because of school closures.

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.
- Failure to participate may trigger an intervention from 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.

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





Remote Teaching and Learning – Staff Guidelines September 2021

Introduction

This document has been written in the context of the Coronavirus Covid-19 outbreak of Spring 2020. 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	<p>If you become aware of any safeguarding concern, your statutory duty to report this remains in place:</p> <p>Contact any of the Designated Safeguarding Leads:</p> <p>Sarah Bracken – s.bracken@finhamprimary.co.uk</p> <p>Laura Francioso-Hehir - l.francioso@finhamprimary.co.uk</p> <p>or</p> <p>MASH (Multi-Agency Safeguarding Hub) – 02476 788555</p>
GDPR	<p>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.</p>
Equality	<p>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.</p>

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.
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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
- Children can communicate with teachers via Frog either in the public stream (which is seen by all classroom users) or by private message
- 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.

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.

Each year group will provide:

- A piece of English work per day
- A piece of Maths work per day
- A Foundation subject task or a topic web with a range of activities to be accessed over a longer period

Phase leaders will review the online learning.

Children then access this information online in their particular classroom, upload completed work 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
- Give yourself two 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 but this should be focused on work and, in the main, positive. Praise effort.
- 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

Weekly:

5 English lessons

5 maths lessons (at least one to include reasoning).

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

Click View

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.

Topic Content

Fortnightly:

Teachers will create a topic planner for two weeks of activities based around the current topic. Links to subjects for each activity to be made clear.

Additional Content

Ad hoc:

- 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

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

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. School arrangements - teachers will always try to complete at least one task based on Frog each day and, if not, appropriate English and Maths tasks will form part of a child's activities during their day in school. Additional time will be spent on games, arts, ICT, cooking, gardening etc. Teachers have access to an ongoing record sheet to enable them to see what activities have been completed in school each day and plan ahead accordingly.

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 cannot be given on each piece of work returned on Frog.

However, teachers should be mindful of the positive impact of acknowledging hard work and effort.

Specific pieces of work (at the teachers request) can be emailed to the class teach via a parents email address. This piece of work will be given more specific feedback.

Our expectations

We are providing work with the intention of it being available to all but cannot require them to complete all or any work. Some may access and complete work at home without then uploading it. For some children, we have to accept that this will not be a priority or that parents may have other ways of supporting them.

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.

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

<p>SOS Spelling key words per year group</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 Focus on Daily reading Viper skills 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 All year groups to start with the new curriculum</p>	<p>Set project linking to topic for the week.</p> <p>Website links for research</p> <p>Oak Learning.</p>	<p>Set project linking to topic for the week.</p> <p>Website links for research</p> <p>Oak Learning.</p>

Reviewed October 2021

Signed by:

Terry Arnett, Chair of Governor. Date October 2021

A handwritten signature in blue ink, appearing to read "Terry Arnett".

Sarah Bracken, Headteacher. Date October 2021

A handwritten signature in black ink, appearing to read "S. Bracken".