Hughenden Primary School

Working together, Empowering Lives, Enriching Minds

HUGHENDEN PRIMARY SCHOOL

REMOTE LEARNING POLICY

Approved by:	**Governing Body**
Date Policy approved:	**18th November 2020**
Date of next review	**Autumn 2023**

1. **Remote Learning**

The Covid-19 pandemic impacts on all aspects of our lives and to ensure we are as prepared as possible for all eventualities, the aim of this plan is to give stakeholders a clearer understanding of their roles and responsibilities in the event of any partial or full school closure, to ensure continuity of learning for our pupils. At Hughenden primary, our primary aim is the safety and well-being of our staff and pupils. We will endeavour to keep the school open, but have put contingency plans in place for remote learning should the school need to partially, or fully close at any time. We recognise the importance of continuing children's learning at home when they are affected by the restrictions of COVID 19. During any school closure, each pupil will be provided with learning to do at home which will mirror, as far as possible, the timetable of the normal school day.

2. **Home learning expectations for Year Groups**

In the event of children being away from school for an extended period, where ever possible, we aim to mirror the learning that would have been taking place in school. An empty exercise book has been sent home with every child **which should only be used** when directed to do so by the class teachers
We will have created a simple template that will be adapted by school staff, updated daily, and sent out to pupils and their parents via the messaging tool on E-schools. Extra resources such as PDFs, PowerPoints or word documents may also be attached to the message to support the daily home learning. The template is attached
The group message service will allow teachers to send this to both the children and parents so that both are aware of the learning intentions for the day.
Teachers need to be aware of the commitments of parents and the time they have available to support their children as home learners. The work that is set, particularly in EYFS and KS1, will be a mixture of independent and parent supported learning, so that the expectation is appropriate for families. The work set must reflect that children are not in the school environment and may take longer to complete tasks and so must be measured in its setting. It is particularly important to set activities which support the wider curriculum including PE, art, music. RE etc.

3. **Expectations in each year group – All pupils should log on to access the work set by 9.30am**

- In Hoppers, the school website will be used to set work for the day / week. Teachers will use the template to create a daily set of learning intentions that match the time table and areas of study.
- Parents should be encouraged to upload work and evidence onto tapestry to support pupil progress and assessment.
- Pupils and their parents will be provided with all their online logins to access school interventions.
- Phonics, Writing, Reading and Mathematics learning intentions will be supplied daily by 9.30am.

- Teachers should draw upon age-appropriate resources and school-licensed online programs to support learning intentions.

4. Key Stage 1

- Key stage 1 Teachers will use the template to create a daily set of learning intentions that match the time table and areas of study.
- Pupils and their parents will be provided with all their online logins to access school licensed programs, including: RM Easimaths, Nessy, TT Rock stars, Accelerated Reader, Espresso Discovery and Coding.
- Teachers should draw upon quality, age-appropriate resources and school-licensed programs to support learning intentions.
- Children will be supplied with a home learning book that they can complete their written home learning in and bring it to school on their return.

Every week teachers, where ever possible, will set work that reflects the work that would have taken place in school.
The expectations and guidance are shown below:
- **Mathematics:** Learning intentions will be set from the Inspire Maths text book and practice book. This work will be supported and extended using RM Easimaths, TT rock stars and MyMaths online programs.
- **Writing:** Learning intentions will be set from the CPLE text that the children are studying that term.
- **Spelling, punctuation and Grammar:** Learning intentions will be matched to the CPLE text that the children are currently studying. Spelling will be set weekly for children to learn and parents will be encouraged to test them upon them.
- **Reading:** Children will be given a pack of four ?? reading books at their appropriate level and where possible use them to answer quizzes online using their Accelerated Reader login.
- **Science:** Learning intentions will be set from the topic that the children are studying that term. There will be a focus on practical investigations using house hold items and research about scientific topics.
- **Computing:** Learning intentions will be set from the topic that the children are studying that term. These will be supported by the use Espresso Coding, Scratch and supported with age-appropriate online resources.
- **PHSE:** Learning intentions will be set from the topic that the children are studying that term using the resources from Cambridge PHSE. These lessons will focus on a mixture of written, drawn and oral outcomes.
- **Music:** Learning intentions will be set from the topic that the children are studying by Mrs Sumner.
- **Physical Education:** Learning intentions will be set from the topic that the children are studying and supported by Sport 4 Kids.

- **Modern Foreign Languages:** Learning intentions will be set from the topic that the children are studying by Madame Alani.
- **Geography and History:** Learning intentions will be set from the topic that the children are studying. Topic work will be linked to the CPLE text that the children are studying that term.
- **Art and Design Technology:** Learning intentions will be set from a range of the English, Geography and history topics that they are studying.
- **Phonics:** Learning intentions will be set from the phonics targets for each group and supported with online resources such as Phonics Play.

5. Key Stage

- A weekly plan of learning will be uploaded via E-School s by 9.30am on a Monday or the day following any closure
- KS2 Teachers will use the template to create a daily set of learning intentions that match the time table and areas of study.
- Pupils and their parents must be provided with all their online logins to access school licenced programs, including: RM Easimaths, Nessy, TT Rock stars, Accelerated Reader, Espresso Discovery and Coding.
- Teachers should draw upon quality, age-appropriate resources and school licensed programs to support learning intentions.
- Children will be supplied with a home learning book that they can complete their written home learning in and bring it to school on their return.

Every week teachers, where ever possible, will set work that reflects the work that would have taken place in school.
The expectations and guidance are shown below:
- **Mathematics:** Learning intentions will be set from the Inspire Maths text book and practice book. This work will be supported and extended using RM Easimaths, TT rock stars and MyMaths online programs.
- **Writing:** Learning intentions will be set from the CPLE text that the children are studying that term.
- **Spelling, punctuation and Grammar:** Learning intentions will be matched to the CPLE text that the children are currently studying. Spelling will be set weekly for children to learn and parents will be encouraged to test them upon them.
- **Reading:** Children will be given a set of reading books from the Accelerated Reader scheme at their appropriate level and when completed, use them to answer quizzes online using their Accelerated Reader login.
- **Science:** Learning intentions will be set from the topic that the children are studying that term. There will be a focus on practical investigations using house hold items and research about scientific topics.
- **Computing:** Learning intentions will be set from the topic that the children are studying that term. These will be supported by the use Espresso Coding, Scratch and supported with age-appropriate online resources.

- **PHSE:** Learning intentions will be set from the topic that the children are studying that term using the resources from Cambridge PHSE. These lessons will focus on a mixture of written, drawn and oral outcomes.
- **Music:** Learning intentions will be set from the topic that the children are studying by Mrs Sumner.
- **Physical Education:** Learning intentions will be set from the topic that the children are studying and supported by Sport 4 Kids.
- **Modern Foreign Languages:** Learning intentions will be set from the topic that the children are studying by Madame Alani.
- **Geography and History:** Learning intentions will be set from the topic that the children are studying. Topic work will be linked to the CPLE text that the children are studying that term.
- **Art and Design Technology:** Learning intentions will be set from a range of the English, Geography and history topics that they are studying

6. Parents role in home learning

- We would urge all parents to support their children with their learning and, where appropriate, encourage children to become more independent in their learning.
- We would kindly ask for parents to provide a space where children can do their home learning with as few distractions as possible.
- We would ask parents to support their children by encouraging them to complete their daily home learning in a timely manner.
- We would kindly ask parents to help their children by showing that they value the tasks set by the class teacher and support the school by explaining learning intentions further when more clarification is required.
- We recognise that health and wellbeing are paramount and we appreciate that the level of work that may be undertaken by a child will reflect the situation and any particular circumstances at home.

7. What to do if parents have any concerns

If parents find the home learning tasks in appropriate for their child, or pupils lack interest or motivation in the learning intentions set, parents should be encouraged to contact the class teacher for support through the E-schools messaging system.

8. Use of technology

If you have and concerns about access to E-Schools or technology from which to access the remote learning, please speak to Mrs Brinkworth in the school office.

Appendix 1: Additional information for school staff

Regardless of the current global and national events, we feel it is important for staff to:

- Follow the all normal school procedures and codes of conduct for Hughenden Primary
- Clearly maintain professional boundaries on social media and avoid sharing personal mobile numbers or accepting or requesting students or parents/ carers as 'friends' on personal account
- Only use school-authorised accounts or platforms when corresponding with students and parents/carers which is through E-schools. Some staff talk about Zoom / Teams???
- Find a suitable way to maintain 'communication' with your class (at least weekly, staff should arrange a video call to the class, shared story, sharing of the class English text, on-line class quiz linked to the topic etc
- Understand and follow our reporting and referral procedures for disclosures and duty of care concerns to the Designated Safeguarding Lead. Email for this? Pastoral@? All incidents should be logged on CPOMS.

We recommended that all staff:

- Revisit our online safety and mobile device usage policies which are available from the school office.
- Make online behavioural expectations clear to students following the schools Internet code of conduct and the school's rules for behaviour.
- Model good practice when using technology.

Our Online behavioural expectations for all staff:

- Observe professional boundaries in terms of conversations with children and parents.
- If required, ensure any photos or video recordings take place in communal locations such as living room, not bedrooms
- If video resources of lessons are created, staff must wear appropriate professional clothing.
- Communication hours for between teachers and children/parents 9am-3.30pm
- Ensure that if you are using live videos, that the child is not alone and a responsible carer is supervising, also ensure video chats are group based/class based, never 1:1.
- Always log any live chats with classes including participants and if any concerns arise, record them on CPOMS.