

Remote Learning Expectations

Spring 2022

Overview

The purpose of this document is to make our remote learning offer really clear. This is reviewed regularly in light of guidance from the Department for Education.

We adapt our usual teaching timetable so it is taught through a mix of recorded and live sessions using Microsoft Teams. Plans for lessons will be provided. The communication between home and school are key, particularly when your child is learning remotely so please contact the class teachers if there is anything that you would like to discuss. Despite live lessons being superior to pre-recorded ones, they still require self-discipline and routine which is not always easy when you have to stay at home. We are here to support your child in any way we can. Your child will have a mix of pre-recorded session, live sessions and other planned activities to complete at home.

My child is self-isolating, what should I do?

Your child should access learning, in line with their peers, whilst at home if they are self-isolating. They do this through their Class Dojo or Learning Page via Teams. These will be available on your child's 'Class Home Learning' page and will only be assigned and available to your child in this instance. Your child can access activities, targeted to the age and suitability of the child, by logging onto their Teams account. Details of how to do this are on the letter sent home. These activities should promote high levels of learning and continued connection during and for the duration of the child's period of absence. Please note that if your child is unwell, there is no expectation that they complete home learning activities. If your child is required to self-isolate but are feeling well enough to learn from home, please contact your child's class teacher through the Class Dojo so they are informed and can make learning available via Teams.

The activities available will include:

- ⇒ 1x English
- ⇒ 1x Maths
- ⇒ 1x Daily Practice (e.g. Phonics)
- ⇒ 1x Other Curriculum Area, eg. Science, Topic, etc.

In addition to this, your child will be invited to join live teaching sessions with their class teacher or a member of the year group team. These will take place using Teams. This feature can be accessed via Microsoft Teams. A reminder of how to do this is on the letter sent home. This will be appropriate to the age and suitability of the child and will help to promote high levels of learning and continued connection during your child's period of absence.

You will be informed, by your child's class teacher, what provision is available to them on the first day of absence. However, please do contact the team via the year group email if you have any questions or require any support throughout the period of absence.

My Child's class is closed or the school is closed for the majority of children, what should I do?

In the unlikely event that school is closed for the majority of pupils, for example due to coronavirus or adverse weather, home learning will be provided for all children through the use of Microsoft Teams. The activities posted are planned and designed to provide structure and focus for each day. Activities are planned by teachers, based on the National Curriculum, and for Early Years, the Early Years Foundation Stage expectations. Where at all possible, the lessons will continue the classwork children would be doing if they were in school. There will be 3 'lessons' per day; Maths, English and 1 other (eg. music, PE or RE). For each 'lesson' there will be a video, or written information, which aims to introduce the learning and explain the task the children need to complete. In addition, we will endeavour to upload other videos which we hope will help your child maintain a connection with school, for example stories being read or an assembly.

Each day we suggest that your child enjoys reading a book of their choice to an adult. Ask your child some questions about what they have read, eg. What new vocabulary have you learned from your reading? What do these words mean? Who is the main character? What do you think is going to happen next?

We have also suggested a daily practice focus (eg. practising number bonds, x tables) and, if appropriate, a phonics focus which is in addition to the English and maths lesson.

A suggested daily timetable would be as follows:

9.00 - 9.15 - Assembly / Welcome

Session 1: 9.15 - 10.15 - English

Session 2: 10.30 - 11.30 - Maths

Independent Practice: 11.30-11.44 am

Session 3: 12.30 - 1.15 - Reading

Session 4: 1.15 - 2.30 - Foundation Subject (eg. RE / music / PE).

At least one member of staff will be available to support learning via Class Dojo and answer or respond to comments on assignments (on Class Dojo).

Please remember the importance of English and Maths skills and the need for children to practise these key skills daily. Other subjects are added as these are what the children would be doing in school.

We will utilise the 'meet' feature of Microsoft Teams. Children will be invited to join regular live meetings with a member of staff and their peers. The focus of these meetings will be dependent on your child's year group. Look on your child's Microsoft Teams page for more information about the schedule for Teams in this instance. We will ensure that the details are published in advance. If a Teams meeting takes place, tasks will be set and available to children who could not attend.

The schedule will be similar to the following:

Microsoft Teams example weekly schedule

	Morning	Afternoon
EYFS	5x phonics	3x story sessions
Year 1	5x phonics	2x story sessions 3x focused game/activity
Year 2	5x English or Maths (alternating weekly)	2x story sessions (+ comprehension / SPaG)

General Information about Remote Learning

Independent Learning

Each year group has an independent learning grid uploaded to their class team on the school website. This covers a broad and balanced curriculum and encourages children to learn away from a computer screen.

Our Expectations

Pupils are expected to behave impeccably in any online lessons. Learning online is very different to learning in the classroom, but pupils must try to engage in the lessons the best that they can so that they do not fall behind.

In order to make this a safe experience for all, we must ask all parents and carers to read our expectations and share them with their child. These expectations apply to all members of staff engaging in a Teams on-line learning too. In joining these sessions, both parents and carers, children and staff are then agreeing to these.

- If there is any misuse of the Teams function, the child will need to be removed from the session and their use of this feature for home learning may not be reinstated. This is to protect all of our children in school and at home
- You must ensure that your child is in a quiet space without distractions from siblings or others, many children (especially our youngest children) will require supervision and adult support during the meeting
- Your child must be appropriately dressed
- The background must be suitable, we advise that you blur the background
- Children and parents/carers must not take screenshots or record the session in any manner, including taking photos of the screen
- I understand that the session may be recorded by the school for safeguarding and monitoring purposes
- Children must enter the meeting on 'mute' and maintain this unless asked by the teacher leading the session otherwise
- Use the raise hand/lower hand function only when requested to do so by the member of staff leading the session
- You or your child will use the chat function to ask any questions needed whilst muted

- Children and parents will not use the meeting link at any other point, other than when participating in a Teams session that has been organised by the school

Please note that if a child is not engaging with the learning tasks made available, the class teacher will phone home to provide assistance.

Children's engagement with their learning

We check the children are engaged in their online learning because they submit examples or ask/answer questions in live sessions.

We will message you or give you a ring if we have any concerns about your child's engagement.

If a teacher is absent

We will aim for some lessons to be live, but this will not be possible if a teacher is sick and unable to work. In light of the pandemic, this is unfortunately inevitable. We will endeavour to put a message onto the pupils' Teams channel for each year group when teachers are not available to work so that they are not waiting for a live lesson to start. In an event that a teacher is unable to work, work will be set for the pupils in their class Team that should be completed in the lesson time as normal.

Giving children feedback

Feedback is vital for learning. Feedback can take many forms. For example we may use whole-class feedback or quizzes, face – to face feedback, evidence of learning may simply be stamped, other children might give your child feedback or the learning might be marked in more detail if appropriate.

SEND (Send Support Arrangements)

Where possible if a child has identified cognition and learning needs, we will provide weekly interventions to meet the child's targets.

ELSA (Emotional Literacy Support)

Where possible if a child has an identified emotional and social need we will provide a weekly ELSA session.