Remote Learning Guidance 2020

The main aims of remote learning at Yealmpton School are:

- To keep the minds of our children active and happy, so they are ready to return to school and engage with learning when the times come.
- To facilitate learning remotely whilst school or class bubbles are officially or temporarily closed.
- To ensure regular contact with all the children and families.

Alongside these we aim:

- To set guidance around expectations during remote learning.
- To make children responsible and independent with age appropriate learning.
- To give children the opportunity to broaden and consolidate their learning.
- To give children the opportunity to practise basic skills and learn essential knowledge.
- To create a partnership with parents/carers and the school team during the remote learning process.

During these unusual times this guidance is about ensuring a shared understanding and agreement of what remote learning will look like for children at Yealmpton. As teachers, taking care of our own physical and mental health is absolutely crucial during this time and equally as important for our children and their parents/carers. We recognise that, during COVID-19 restrictions, school-absence can be challenging and present a range of difficulties for families across our community. In the event that your child's class bubble closes, instigating remote learning, Yealmpton Primary School will provide them with education online. The teacher is not expected to provide remote learning for any child absent from school due to reasons not related to COVID-19 e.g. an upset stomach.

Flexibility of learning

We realise that the circumstances that instigate the implementation of these changes will affect families in a number of different ways. With this in mind we are aware our planning and expectations allow flexibility from all sides:

- Some parents work from home meaning access to technology may be limited;
- Parents may have two or more children trying to access technology and older children who need to be prioritised due to studying towards SATs/GSCE/A Levels.
- Teachers may be trying to manage their own situation at home and assist with their own children's learning.
- Systems may not function as they should.
- Technology may be harder to use for some individual, so alternatives may be needed.

An understanding and willingness to adapt to any difficulties is essential for success on all sides.

Expectations

We believe that it is in the best interests of our children that we continue to provide structured learning. This learning needs to be aligned closely to the current sequenced curriculum provision for each class, whilst still providing suitable step by step instructions that challenges thinking and develops new knowledge. Any learning provided should not be considered as optional, as it has been planned and designed for the year and thus contributes significantly to the development of a child's education. Children and parents should consider the arrangements, as set out in this document, as highly recommended.

Virtual Classroom Platforms

At Yealmpton, we will be using Microsoft Teams:

https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app

Teaching Staff will:

- Share teaching sequences and learning expectations with their class through the school's selected learning platform, considering the WeST guidance.
- Continue teaching in line with the current planned curriculum design; Children will continue to   be taught the same topics with the same or similar sequences of learning as they would have done if they were in class.
- Keep in contact with children through feedback and communication on a daily basis (9am-3pm) using the virtual classroom.
- Reply to messages and set learning each day during normal school working hours.
- Manage their time suitably and take regular breaks away from the computer and engage in other professional duties.
- Allow flexibility in the completion of learning, understanding that circumstances will affect families in different ways.
- Support children and families to ensure their wellbeing is managed and adapt support accordingly.
- Monitor the virtual classroom and offer support to promote full engagement for all learners.
- Teachers cannot be expected to feedback on all learning. If, as a development point, they want to offer a suggestion, this will be at the discretion of the class teacher, via MS Teams.
- Teachers will engage in a weekly MS Teams meeting to catch up with their class. Lessons will not be conducted via live stream.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and be reminded about the need for children to take regular breaks, get fresh air, exercise and maintain a sensible balance between online engagement and offline activities.
- Have an appropriate level of parent supervision when accessing online material as part of a lesson and ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Engage with the learning sequences provided, demonstrating the expected school behaviour and attitudes to learning.
- Maintain the same high expectations at home as would be expected of them in school. Learn, to the best of their ability and share their completed learning online, through the virtual classroom, to receive feedback from their class teacher.

Parents will:

- Support their child's learning to the best of their ability, using the support and resources from class teachers.
- Encourage their child to access and engage with the online learning platform that has been posted by their teacher.
- Refrain from screenshotting or copying any information, message or posts to share on social media or any other platform outside of the school's learning platform.
- Know that they can contact their class teacher, via the teaching team's group email, for advice or feedback.
- Be mindful of the mental wellbeing of both themselves and their child and encourage their child to take regular breaks, play, get fresh air and relax.

In the event of an individual child needing to self-isolate whilst the rest of the year group remain at school, it may not be your child's class teacher but another member of the school staff providing learning. Our school will endeavour to find the right balance of effective remote learning whilst maintaining high quality face to face teaching for those children that remain in school.

Format

Direct teaching will be delivered in a variety of forms:

- Video/narrated presentation of the class teacher demonstrating learning and content.
- Video/narrated presentation of specialist teachers demonstrating learning and content.
- Some activities will be linked to learning videos from curriculum websites.
- PowerPoint presentations might be used to support understanding.
- Worksheets may be used to explain and breakdown learning into chunks.
- A range of online activities may be used to allow for specific practice of particular knowledge or skills.

A Typical Home Learning Week

Whilst weeks/topics will differ frequently, the general expectations of work being provided will follow the outline below:

Expected daily engagement time	EYFS	KS1	KS2
	2-3 hours	3-4 hours	4-5 hours
Writing	Phonics based activities. Mark making activities. 3 tasks given a week.	Writing sequences each week linked to a particular text/text type. Grammar lessons linked to writing sequence. 5 lessons a week.	Writing sequences each week linked to a particular text/text type. Grammar lessons linked to writing sequence. 5 lessons a week.
Reading	Phonics based activities. Daily reading to an adult.	Phonics based activities. Daily reading to an adult.	Daily reading independently or to an adult (if appropriate).
Maths	3 number tasks a week.	5 maths lessons a week.	5 maths lessons a week.
Topic	Topic linked tasks throughout the week linked to play based activities.	5 topic lessons a week. These will cover a range of lesson types – PE, art, DT, music, PSHE, science, computing, history, geography, MFL and RE.	5 topic lessons a week. These will cover a range of lesson types – PE, art, DT, music, PSHE, science, computing, history, geography, MFL and RE.
Other	Play based activities. Wellbeing challenges. (shared with the children each day)	Number facts to learn. Weekly spellings to learn. Mindfulness activities. Wellbeing challenges. (shared with the children each day)	Times tables to learn. Weekly spellings to learn. Mindfulness activities. Wellbeing challenges. (shared with the children each day)

Equal Opportunities and SEND

We see the isolation period as a real opportunity to build the confidence and self-esteem of our SEND children through completion and focus on specific targets linked to their individual education plans, ensuring their wellbeing is at the forefront. Education and Health Care Plans will continue to be monitored by the class teacher and the SENDCo to ensure all schools fulfil their statutory duties.

The expectations in remote learning are adaptable in relation to the pupils' age, stage of development and/or special educational needs and where this would place significant demands on parents' help or support. The expectation is to ensure that all tasks set are appropriate to the ability of the child. This includes those children who may require adjustments to be made to fully access the curriculum content and delivery.

Class teachers will make regular contact to ensure that the learning is suitable. Support staff will also prioritise the needs of children with SEND and provide regular contact to best support families during a period of isolation or year group bubble closure. We appreciate the additional pressures and challenges that this may cause.

Monitoring

The expectation is that schools will monitor the regular use of their chosen learning platform. All schools very much encourage parents and carers to use the learning platform to share learning, ask questions and celebrate successes at home with the child's teacher. If school staff do not have communication with families via their chosen learning platform, class teachers will make direct contact with the families to offer support and advice. It is vital that all the children are accessing learning throughout any period of self-isolation, year group/school closure. Each school's leadership team will check that there is a consistent approach to the delivery of their remote learning policy linked to the Department for Education guidance and Westcountry Schools Trust guiding principles. Each school will also ensure that there is full curriculum coverage. Through families and staff working together at all of our schools, it will limit the impact on children's learning if they are unable to attend school linked to the Covid-19 pandemic.

Online Learning Resources

Some of the following resources may be useful to support remote learning for children. They provide a range of support for instructional teaching to deliberate practice to close the gap.

A range of websites that support home learning can be found here:	
The British Educational Suppliers Association's LendED platform - as supported by the Department of Education.	
Curriculum	
Oak National Academy: https://teachers.thenational.academy/subjects Purple Mash: https://2simple.com/purple-mash/purple-mash-home-users/ Education: https://www.lended.org.uk BBC: https://www.bbc.co.uk/teach/primary/zd7p47h	
Maths	**English**
White Rose : https://whiterosemaths.com/homelearning/ TT Rockstars: https://ttrockstars.com/ TTRS for parents: https://www.youtube.com/watch?v=cIbIA2drj_M Numbots: https://play.numbots.com/#/intro My Maths: https://www.mymaths.co.uk/ CBeebies Numberblocks www.bbc.co.uk/cbeebies/shows/numberblocks Active Learn Power maths: www.activelearnprimary.co.uk/	Spelling Shed: https://www.spellingshed.com/en-gb/ Ilsham English Hub Phonics: https://www.lapsw.co.uk/ilsham-english-hub/supporting-schools/ RWInc https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ SPAG.com: www.spag.com Phonics Catch Up KS2 (Reading and Spelling): https://www.nessy.com/uk
History/Geography	**Science**
Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbkw2hv	STEM: https://www.stem.org.uk/remote-lessons#upcoming-lessons
Art/DT	**Computing**
https://www.tate.org.uk/kids https://www.foodafactoflife.org.uk/recipes/	https://scratch.mit.edu/explore/projects/all
PE/Outdoor	**Music**
BBC Supermovers: https://www.bbc.co.uk/teach/supermovers	BBC: https://www.bbc.co.uk/teach/primary/zd7p47h
MFL	**RE**
BBC: https://www.bbc.co.uk/teach/primary/zd7p47h	BBC: https://www.bbc.co.uk/teach/primary/zd7p47h
PSHE	**Wellbeing**
Jigsaw: https://www.jigsawpshe.com/recovery/	https://www.plymouth.ac.uk/business-partners/partnerships/childrens-university

Useful information and links that teachers will share on your platform:

- Brilliant things to keep you busy folder: might contain links to general sites which children will enjoy-
  https://www.tate.org.uk/kids, https://www.si.edu/kids (Smithsonian)
  https://www.foodafactoflife.org.uk/recipes/, https://www.sciencebuddies.org/stem-activities/build-a-recycled-robot
- Important sites for the children's learning folder: https://scratch.mit.edu/explore/projects/all,
  https://play.numbots.com/#/intro, https://www.plymouth.ac.uk/business-partners/partnerships/childrens-university
- Statutory spelling lists folder.
- Folder with class logins for all curriculum related sites including Accelerated Reader, etc.
- Work schedule folder.
- Week folders with weekly timetables and the resources tied to each subject specified.