

Remote Education Policy

Intent

Where a class, group or a small number of pupils need to self-isolate, or national or local restrictions require pupils to remain at home, we will have the capacity to offer immediate remote education. We will consider how to continue to improve the quality of our existing curriculum, for example, through technology so that remote learning continues to be successful.

Implementation

<p>1) Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations</p> <p>2) Give access to high quality remote education resources</p> <p>3) Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<p>The children at Stanah all have passwords and have used the following online learning apps routinely:</p> <p>Spag.com TT Rockstars Numbots Phonics Play Spelling Shed Maths Shed RM Maths</p> <p style="text-align: center;"><i>On day 1 of isolation, the children will be expected to access the online learning apps.</i></p> <p>When a bubble is sent home, or national or local restrictions require pupils to remain at home the children have access to an individual maths workbook. The workbooks are published by WhiteRose Maths and mirror our approach to the teaching and learning of maths. Online teaching videos are available to accompany each activity in the booklets.</p> <p>https://whiterosemaths.com/homelearning/</p> <p>The children will be expected to complete arithmetic mats when working at home; a resource that is used for weekly homework and therefore is very familiar to them.</p> <p>The children will also receive an individual reading comprehension booklet and an individual writing/spag booklet both published by (CPG). Class teachers will give clear instructions each day</p>
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so that the children know which activity to complete. Younger children (R and Y1) will receive individual phonics booklets.

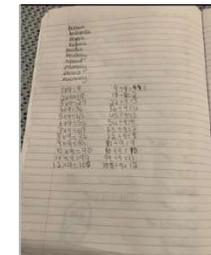
Where appropriate, teachers will upload pre-recorded teaching videos to support learning. These will be produced by the staff or from other recognised sources e.g. Oak Hill Academy, White Rose Maths.

Class teachers will also upload a curriculum grid on to class dojo which will provide a range of activities for the children to complete during afternoon sessions at home. These activities will be linked to the current topic and will contain links to videos and information to support the tasks. QR codes may be included to link the supporting materials.

The curriculum grid might reflect one subject only if it fits better with the current topic. There will be a blend of offline and online tasks.

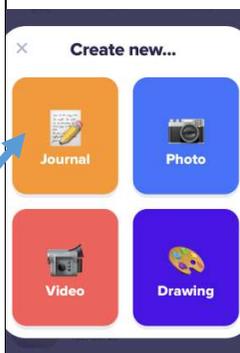
Science	Topic	PE/DT	PE
<input type="checkbox"/> To be able to describe and explain the different states of matter.	<input type="checkbox"/> Why do we have different seasons? What are the different types of weather? How do we measure temperature?	<input type="checkbox"/> To be able to describe and explain the different types of weather.	<input type="checkbox"/> To be able to describe and explain the different types of weather.
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Where 'pdfs' are uploaded to dojo, containing an activity, families are not expected to print them. The children can simply answer the questions on a page in their homework book. Should an additional homework book be required, they can be collected from the school office.



	<p>The children will be expected to continue to read at least 5 times per week. Records of this will be kept so that children in isolation still have the opportunity to be part of the 'Amazon Gift Card' reading initiative. The children can read their own books from home or use Oxford Owl for texts at their level.</p> <p>Uploading work for feedback: the expectation is that the child/parent will take a photograph of their completed work and upload it to their portfolio on class dojo.</p>
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<p>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</p>	<p>All staff across the whole school will use <i>Class Dojo</i> to interact with the children who are working at home. Dojo is already in use for homework so all staff and families are familiar with the system. <i>Where some families are not using the portfolio section of dojo, teachers have made contact with them to provide support. If families still require support, they should call the school office.</i></p> <p>When a child uploads a document to the portfolio, teachers will use their professional judgement as to whether or not a comment or a simple 'like' is required. E.g. for any maths, English or phonics work that has been uploaded with an incorrect answer, the teacher should ask the child to 'have another go' and suggest a strategy for them to follow. Teachers may also write motivational comments or suggest a greater depth challenge for the children. Feedback would be similar for wider curriculum tasks too.</p> <p>Where a photograph of a child reading or working on spelling shed/TTR etc has been uploaded, a comment may not be required. (As shown below)</p> <div data-bbox="1205 965 1512 1252" data-label="Image">A photograph of a young child with dark hair, wearing a light-colored hoodie, sitting on a sofa and looking at a tablet computer. The child's hands are on the tablet, and they appear to be interacting with the screen. The background shows a portion of the sofa and another person's legs.</div>
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Between the hours of 1pm and 2pm each day, the teachers of the bubbles who are isolating will be available for 'live' feedback. For this, the child/parent can simply type a question or comment in the journal part of the portfolio. You may also request more complex challenges at this point. The teacher will reply by typing a comment back or by uploading further challenges. (See example below)



If the question or comment requires further intervention, a phone call home will be made. Our systems have been set up to allow teachers to make phone calls from home but they are diverted through school so that calls can be recorded. This mitigates the risk of any potential safeguarding allegations being made.

<p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum</p>	<p>Work booklets will be provided at the appropriate level of attainment for children with SEND to develop basic reading, writing and maths skills. For Reception children (and those with SEND who have not yet acquired basic English and maths skills), tasks that are uploaded will be more practical and 'hands on' in nature. The children in Reception (and those with SEND who have not yet acquired basic English and maths skills), will be provided with following resources to support their learning: Flash cards, counters, number lines, tweezers, play-doh/putty, tens frames, whiteboards, whiteboard pens and rubbers and crayons.</p>
<p>1) Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>2) Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>	<p>The children will be directed to the following daily timetable:</p> <p>KS1: Phonics/spelling/handwriting English Maths Maths consolidation Curriculum activity</p> <p>KS2: SPAG/spelling/handwriting English Maths Maths consolidation/arithmetic Curriculum activity</p> <p>The class teacher will post daily on dojo; explaining which activities should be completed each day. (See example). They will also post a 'Good morning' video for the children to watch.</p> <p>Wednesdays will be different. The children will be directed to use online learning apps and complete an arithmetic activity in the morning. In the afternoon, they should complete a curriculum task.</p> <div data-bbox="1814 805 2004 981" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>MATHS To recognise the place value of digits to 10 million. Watch the video on the link below and complete pages 10-11.</p> <p>READING Complete the Reading Comprehension on page 4-5. "Hans"</p> <p>SPAG Watch the video and complete the SPAG page 4-5. "Hans"</p> <p style="text-align: right;">GOOD MORNING</p> </div> <p style="font-size: small; margin-top: 10px;">Thank you for your wonderful engagement with our Home Learning today. Tomorrow's learning follows a very similar pattern. Please continue to post your work in your portfolio and please do ask for help if you're stuck on a question.</p> <p style="font-size: x-small;">Please complete: *Maths: pages 10-11 *Reading: pages 4-5 *SPAG: watch the video (which will be posted in the morning) and complete the pdf.</p>

	<p>Teachers may also set additional challenges, such as: Boys Vs Girls times tables challenge on TTR. Or dress up and send in photographs for our Medieval Day theme.</p> <p>Again, staff will set challenges that they feel are appropriate for the children in their class and as such they may vary from year group to year group.</p> <p>Children will receive daily feedback from their teacher on uploaded activities and will have the opportunity to ask questions during the 'Live Hour'</p>
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</p>	<p>Teachers will provide examples of: Success criteria 'What a good one looks like' Pre-recorded video clips Links to websites with appropriate teaching videos, e.g. Oak Hill Academy, WhiteRose Maths etc</p> <p>Teachers will use their professional judgement to decide which resource is appropriate for the activity set.</p>
<p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p>	<p>Teachers will check work daily and middle/senior leaders will monitor work that is being uploaded to portfolios. Teachers will upload answers to maths activities so that the children are able to self-mark tasks. This will highlight areas for development and thus the children will be better placed to ask more informed questions during the 'Live Hour'.</p> <p>If children are not engaging with the remote learning, a phone call will be made home to offer support.</p> <p>Weekly welfare phone calls will also be made to vulnerable children from either Mandy (FSW) or a senior leader.</p> <p>If school are not able to contact the family by telephone, senior leaders may visit the family home. If no contact is made from the home visit, a welfare letter will be posted through the letter box.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>Day one of isolation is 'Learning Apps' day. This will enable teachers sufficient time to ensure that the activities for remote learning are appropriate.</p> <p>During the 'Live Hour', children will have the opportunity to request further challenges or further support, should they require them</p>

	<p>If throughout the period of isolation, more time is required to readdress remote learning, teachers will set more activities on the online learning platforms, such as spag.com or spelling shed etc.</p>
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	<p>Children will be provided with a range of tasks which rely upon different resources; both online and offline. Activities will allow the children to share their learning through different media, e.g. photograph, pic collage, imovie, writing, art etc The children should select whichever media is most accessible to them which they can use independently. Additional and age-appropriate resources will be provided for children with SEND.</p>

Impact

As part of our self-evaluation, school will continue to assess the impact of our current procedures and will consider all alternatives to further improve our remote learning protocols.