

Farmilo Primary School and Nursery

Remote Learning Policy

Updated January 2021



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Adopted by Governing Bodydate

Introduction - Updated

The Covid 19 outbreak has meant that educators up and down the country have had to make crucial decisions about how to communicate with their children. This policy continues to be regularly reviewed in response to the challenges and needs both of our school community and national picture.

With effect 4th January 2021, Farmilo Primary School and Nursery is partially open for the teaching of critical workers and vulnerable pupils (including those without access to technology). All other pupils continue to be taught remotely during the period of National Lockdown.

On 7th January, The DfE published “Restricting attendance during the national lockdown: schools Guidance for all schools in England” which provides guidance to schools on the approaches and strategies they may take.

Named Senior Leader

The Senior Leadership Team work collaboratively to ensure the highest standards of teaching and learning for all our pupils both on-site and at home. For the purposes of overseeing the quality and standards of remote education delivery **Adam Jevons-Newman** will assume lead responsibility.

Information about our remote provision is available on our website ahead of the 25th January deadline.

Safeguarding

Safeguarding will continue stand at the forefront of our remote Teaching and Learning procedures and is why we have an updated addendum attached to our whole school Safeguarding policy. Here, guidance for the use of mobile phones is located and other important government guidance that will support our staff.

In England, the Department for Education continues to have no statutory expectation that Teachers should live stream lessons.

Farmilo have given extensive consideration to **live-streaming** entire lessons and consider that this is not a strategy suitable for our school on account of the multitude of roles staff are carrying out on-site including safeguarding, face-to-face teaching and support, behavioural needs and welfare contact with families. This, along with our overall policy, is regularly reviewed.

Live-Streaming of small-group sessions and/or other group activities is planned. Our Acceptable Use Policy includes updated safeguarding guidance for staff and families to support the facilitation of this and these policies should be both referred to and adhered to.

Prerecorded content will be shared by staff, such as via YouTube and on the class page. The full composition of this is detailed later in this policy.

Safe Remote Learning

The Covid-19 outbreak may mean enforced school closure becomes more likely. Take the opportunity to plan before you close (enforced or autonomously) and carefully consider how to safeguard your remote learning.

There are a number of online options that schools may consider, ranging from merely setting homework or providing access to online resources through video tutorials and interactive video conferencing. Staff capability and the age of your children is going to determine your approach.

Whilst there are no expectations for you to do so, if you do decide to use audio and video for real-time online teaching, here are some things you might want to consider to help safeguard staff and children:

Organisation

- Do school online safety policies (Acceptable Use / Safeguarding / Standards) reference online teaching?
- How will personal data be managed?
- Have staff access to school systems and data?
- How will safeguarding be managed and have staff been trained?
- Consider the location children join from and what can be seen and heard on screen.

Participation

- Whilst clearly determined by age, setting tasks may be more manageable than timetabling lessons online
- How will children be supervised and what are the expectations of participation and attendance?
- What work will children be expected to do and when?
- How will parents be contacted and involved?

Technology

- Do staff and children have the necessary technology and access?
- Who will provide technical support?
- How will classes be conducted online, using what service / platform / tools / features?
- Have the technology service terms and privacy statements been considered?

swgfl.org.uk/saferemotelearning

Our Provision

The DfE guidance states that the amount of remote education which schools should give regard to and provide should be a **minimum** of **3** hours for **KS1** pupils and **4** hours for **KS2** pupils.

This time will comprise of: pre-recorded video content (both from school and external providers such as White Rose Maths Hub, BBC, Oak Academy), activities including worksheets, challenges, projects, interactive games and digital platforms (such as Bug Club Reading and TimesTable Rockstars) and physical activity (including Joe Wicks PE with Joe).

Our non-negotiables for meaningful and ambitious provision in a range of subjects are as follows:

Maths	English	Reading	Topic	Other
• 5 lessons per week (equivalent to 1 per day)	• 4 set lessons • 1 extended write (reflective of our in-school Big Write)	• 4 set sessions • Dedicated daily reading time and Phonics (KS1) • Dedicated daily reading time and whole-class reading activities	• 2 set lessons weekly • Covering the breadth of our topics for the half-term • Encompassing foundation subjects	• 2 weekly directed PE sessions (e.g Joe Wicks, Association for PE, Inter-schools Challenge) • 1 PSHE lesson • 1 RE lesson • 1 MFL Lesson (KS2)

Our Platform

In Key Stage 1 and 2, provision is shared via the school website and uploaded and interacted with via the digital platform of Class Dojo.

School has used ClassDojo for many years and is a platform in which staff, pupils and school families are all confident and proficient. The platform enables our school community to:

- Engage in private instant electronic messaging between staff and parents/guardians
- Upload learning to pupils' individual portfolio
- Receive submissions of learning from pupils
- Provide feedback to pupils on their learning
- Complete work within a free app across a range of devices, negating the need for purchasing software.

Pupils also have access to Teams and school will seek to make extended use of this platform during the lockdown to facilitate 'live' sessions.

In Foundation Stage, staff are using the school website to share content and e-mails to maintain communication with families. This is in addition to use of Teams for live sessions.

Pupils with difficulty accessing or engaging

At the outset of the Autumn term, school audited families' access to technology and used this information to inform provision and signposting for resources.

School extends its invitation to pupils who do not have access to technology to complete remote learning. Where this invitation is declined, staff are consistently making available paper-copies of learning and supplementary welfare calls.

Supporting SEND pupils

Teachers and Teaching Assistants will give consideration to the access needs of pupils learning remotely. Our staff know their families and their pupils. They will use their professional knowledge and judgement to consider the best work to meet the needs of the individual pupils for whom they teach. Bespoke learning may be set in some or all subjects, relative to the needs and best interests of each individual pupil. School will continue to work with families to make reasonable adjustments.

Systems to gauge engagement

The school's chosen platform – Class Dojo – enables staff to see levels of returns of all set tasks and to pinpoint the individual completion of tasks by pupils. Staff make weekly phone calls to ascertain the welfare of our pupils. Where staff have concerns, these are logged and raised with members of SLT who escalate with additional phone calls and measures to work with families.

Early Years Online Teaching and Learning Guidance

General principles:

When planning weekly learning tasks it is important to remember the principles of EYFS. The recognition of each child as an individual must feature alongside a holistic view of their development. We currently have the opportunity to connect regularly with our families. We can give them the time and support that is sometimes missed during the busy days that "normal" school life brings.

One of the 4 key principles of EYFS is "Positive Relationships" and it is these relationships that support the child to be resilient, capable, confident and self-assured.

When planning learning for Farmilo's FS children, please remember to promote shared time with families and try to chat to the children to maintain positive relationships with us and school. As our approach will always be a holistic one, FS learning should encompass all areas of the EYFS and integrate the Characteristics of Effective Learning Playing and Exploring, Active Learning and Creating and Thinking Critically.

A weekly remote learning time table is provided for parents, with approximate times that lessons will be uploaded. This is so that parents can see the structure of the week and when the specific areas of the curriculum are being taught. This timetable is also inline with the timetable in school to further promote the ethos of “ blended learning” .

Forest Schools

Our commitment to the Forest Schools programme is key to ensuring that our children learn from the world around them in an “Enabling Environment” (principle 3 of EYFS) Whenever possible, learning will reflect this approach and involve opportunities for the children to develop:

S – Socially
P – Physically
I – Intellectually
C – Communication skills
E - Emotionally
S – Spiritually

During the Spring Term 2021 we will be uploading Forest School videos onto the school website. These will include activities and challenges to complete in the outside world such as building a bug hotel.

Phonics

- There will be 4 Phonic sessions per week available on our Farmilo Foundation YouTube channel. A link to these will be put on the FS pages. 2 of these sessions should be a member of staff reading the allocated Storytime Phonics book introducing a new sound and included a short Teaching input about the grapheme.
- The other 2 sessions should be pre-recorded PPT's where the new sound will be explored further. There will also be opportunities to practice applying the phoneme in words by blending and segmenting.

Maths

- 2 video's of Teaching inputs, each with a follow up activity will be posted on a Thursday and a Friday as these are our Number Focus days in school.
- Maths blast supplements eg Jack Hartman, activities from WRH and NCETM will also feature on the class pages.

English

- The Magical Story Box video must be uploaded on a Monday as this introduces the Learning Themes for the week.
- There should be 1 Big Write linked to our Topic each week. The Teaching input for this will be recorded and put on class pages as stated on the weekly timetable.
- Bug Club is an online literacy program and is available to all our F2 children.
- All members of the team should regularly record themselves reading a story.

Continuous Provision

On each class page weekly uploads of ideas for CP should be available. These are to inspire practical learning at home. In Nursery, CP packs are available with support cards for Areas of Learning for parents including ...

- Communication and language development. ...
- Physical development. ...
- Personal, social, and emotional development. ...
- Understanding the world. ...
- Expressive arts and design

Tapestry

Tapestry (FS online learning journal) will be used to have regular communication with families. There is an expectation that parents will upload evidence of learning for the teacher to then respond to .

Teaching Assistants

Foundation Stage Teaching Assistants will continue to work alongside Teachers in school. This is a vital partnership and as both members of staff are in school will allow them to be flexible within their roles and responsibilities. Tasks include ...

- Telephoning some families (The Parent Support Worker in the team has her own list of families to telephone and support)
- Approve and comment on learning on Tapestry
- Prepare resources for future interventions (NELI)
- Complete NELI training sessions
- Lead some Teaching Inputs
- Cover Class Teacher to enable them to record content for online learning

Key Stage 1

General principles:

- Learning is added weekly to class pages and this includes printable worksheets
- Learning is created to be the at the same high level as it would be in class.
- Where possible, learning should follow the same weekly structure as it would in class (English builds up to a Big Write on Thursday)
- Wellbeing tasks (linked to PSHE) will also be set.
- Friday is a Spelling/Phonics focused day and always includes a powerpoint with audio created by class teachers.
- Other additional tasks should promote wellbeing, exercise and family time and staff members communicate the importance of these activities.
- Topic is set in a topic web to ensure flexibility for families. It includes a range of Foundation subjects and is set every 3 weeks. Sometimes additional Topic is set, such as a Science Experiment booklet for a Science based topic.

Teaching Assistants

Teaching Assistants are an important and vital part of the team. Their tasks include:

- Telephoning some families (The Parent Support Worker in the team has her own list of families to telephone and support)
- Approve and comment on learning on dojo
- Set their own tasks for the children (RE tasks, Art & DT challenges)
- Prepare resources for 2020/2021 topics
- Prepare resources for future interventions
- Emailing work and supporting parents whose children have additional needs and/or working below year group curriculum, including continuing interventions for parents to complete.

Maths:

- Continue to use WhiteRose Hub resources – individual lessons, week-by-week, are provided and resourced. <https://whiterosemaths.com/homelearning/> **From Monday 4th May, KS1 are using WhiteRose Hub for maths learning.**
- Additional games and resources such as TopMarks sent to support learning.
- Continue to send links to Youtube videos that are used in class, such as Jack Hartmann.

English:

- Learning should follow the same structure as it would in class. Monday-Wednesday may include sentence work, grammar or drama activities and a Big Write is completed on a Thursday,
- On Fridays, teachers create a Phonics/Spelling focused powerpoint where they record their voice and 'teach' the lesson. A worksheet is completed after this lesson.
- Children should continue to use BugClub as an additional reading resource.

- Children can use Phonics Hero (some free trials available)/Teach Your Monster to Read to support their phonics knowledge at home.
- Continue to send links to Phonics Youtube videos that are used in class, such as Geraldine and Alphablocks.

Creative/Topic

With effect from Mon 4th May, the structure will be that:

- English and Maths activities are provided daily *or* sufficient for 1 per day.
- Topic/Creative is set as a web/menu of choices for parents to dip into across an agreed period of time.
- PSHE is included in Wellbeing Wednesday and is shared on the class story.

Key Stage 2

General principles:

- Learning is added weekly to class pages and this includes printable worksheets
- Learning is created to be at the same high level as it would be in class.
- Where possible, learning should follow the same weekly structure as it would in class (English builds up to a Big Write on Thursday)
- Wellbeing tasks (linked to PSHE) will also be set.
- Friday is a Spelling/Handwriting focused day and always includes a powerpoint created by class teachers to supplement the spelling lesson.
- Topic is set twice per week and includes a video input from teachers; this should continue to follow the agreed Remote Curriculum Plan (see website).
- Where possible, try to ensure worksheets provided are not ink-intensive – tasks should be achievable on screen in Dojo but should also give consideration to pupils working on paper..
- Remember to manually **refresh** Portfolios in Dojo, by pressing refresh in your browser.
- Approve and comment on each piece of 'learning' set.
- Award Dojos for learning as you would in class
- Staff do not need to be accessing Dojo outside of their working hours; work submitted afterwards may be approved the following day.

Teaching Assistants

Teaching Assistants are an important and vital part of the team. Their tasks include:

- Telephoning some families
- Approve and comment on learning on Dojo in partnership with the class teacher
- Teaching Assistants who deliver PPA cover will produce 1 weekly, pre-recorded video on the subject of their PPA delivery (RE, French)
- Prepare resources for 2020/2021 topics
- Prepare resources for future interventions
- Emailing work and supporting parents whose children have additional needs and/or working below year group curriculum, including continuing interventions for parents to complete.

Continue to liaise with the class teacher about other activities and by agreement with their Phase Leader

Additional Guidance for Staff

Commenting:

It may be some pupils are uploading 10+ pieces to portfolio per day, which it is unrealistic to comment at length on. Use your professional judgement to decide which to comment on but ensure that comments are more than 'Well done' or equivalent. Try to pick out something you like about the learning and – where relevant – offer a supportive, positive prompt. Try to reinforce what you've seen them do well in class e.g "I'm so glad you're carrying on with your number bonds to 100 because you'd made great progress with this in class," etc.

Maths:

- Consider use of WhiteRose Hub resources – individual lessons, week-by-week, are provided and resourced. <https://whiterosemaths.com/homelearning/>
- Utilise TimesTable RockStars regularly, monitor children's progress in this and do comment on this in messages/phone calls.
- MathAntics YouTube channel uses all the same methods as our calculation policy – even if you are setting a 'revision' task of something previously taught, try to accompany it with a video for reference.
- TopMarks daily 10 can be set as a revision basis for lots of the core skills of arithmetic <https://www.topmarks.co.uk/maths-games/daily10>

English:

- As Thursday would be a Big Write day, ensure a writing task is set during the week, which would not require parent prompting. It should be marked with praise and a suggestion of how it could be improved, in a positive way e.g "To make it even better, could you try to use a different word to 'then'?"
- Ensure the sequence of lessons gives regards to a typical in-school planning sequence.

Creative/Topic

- **Ensure that, whatever is set, does not require parents to go out or order resources.** Try to offer a range of ways to complete creative tasks which encourage and enable time away from screen.

Use professional judgement and dialogue with families to recognise where individual needs may mean you need to adapt what you set for individuals e.g SEND.

Non-Negotiables for Remote Learning

- ✓ Pre-recorded videos for teaching inputs for Maths and English will be a minimum of 7 minutes in length and a follow-up activity will support it.
- ✓ KS2 reading inputs will be a minimum of 5 minutes long and KS1 & FS Phonics inputs will be a minimum of 7 minutes long
- ✓ Demonstrations for ART/ DT/ Coding will be recorded or a link will be provided to a video showing this.
- ✓ In KS1 & KS2 all videos and remote learning for the day will be available on the class web pages from 8am in the morning. Work will be upload into portfolios on Dojo by 8:30am.
- ✓ In FS some learning is being recorded as it is taught so a timetable has been provided for parents.
- ✓ All pre-recorded videos will have a build in pause/ teacher will say 'pause the video now' to provide some interactivity.
- ✓ Ensure that there is some modelling of learning within all pre-recorded videos.
- ✓ Ensure that there are links or examples of activities on all class pages which are 'screen free'.
- ✓ Weekly well-being sessions should be available to children at home through TEAMS.
- ✓ Only the children whose parents have submitted the agreement will be invited to the TEAMS sessions.
- ✓ Teams sessions are for children who are not attending school on that day.
- ✓ There are some live teaching recordings where children are present. A consent form must be completed by the the parent of any child who is present during this.
- ✓ In KS1 & KS2 parents should send photographs of planners and spelling tests at the end of the week so that dojos can be awarded.
- ✓ All classes should have a weekly well-being/ mindfulness/ values based activity
- ✓ All email messages with evidence of learning should be stored or uploaded to Tapestry or Class dojo
- ✓ All paper copies of learning should be stored in school
- ✓ In KS1 & KS2 dojos should be given out for reading aswell as when responding to learning and any other activities the children take part in.
- ✓ Any feedback to learning from the teacher should refer to the WALT with a constructive comment if necessary.
- ✓ All YouTube videos which include company resources such as Twinkl should be set as unlisted with YouTube.
- ✓ There will be a Maths and a Reading assessment for KS1 and KS2 learners at the end of each half term. Parents should encourage their children to do this independently and submit to their child's class teacher.
- ✓ Paper resources should be provided for those families who request them.
- ✓ Children who are SEND should be provided with specific differentiated tasks and feedback should be given.
- ✓ Pupil Premium children at home will be offered a weekly 1 to 1 session on TEAMS or through their welfare phonecall on loud speaker. They can also be provided with bought in resources should they require them.
- ✓ All children who need a device for learning at home will be provided with one.

Additional Links

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>