

# Remote Learning Guide January 2021



While staying at home due to coronavirus (COVID-19), parents and carers will be concerned about their children's education and the impact of missing school.

No one expects parents to act as teachers, or to provide the activities and feedback that a school would. Parents and carers should do their best to help children and support their learning.

## PARENT'S GUIDE TO DISTANCE LEARNING AT MARY TAVY and BRENTOR

### WE ARE ALWAYS LEARNING!

Distance learning presents us all with formidable challenges. Across our community of pupils, teachers and staff there is a wide range of access and comfort with technology. Many important aspects of learning at Mary Tavy and Brentor Primary School, such as our values and ethos may not transfer easily to online environments. Our pupils, teachers and families must adapt to a rapid and unexpected pivot towards distance learning.

### Remote Learning Curriculum Design – A Blended Learning Approach

#### Statement of intent

We understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. The school vision 'Enjoy, Learn Succeed' is interwoven within our curriculum intent and design. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all children have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Set tasks and activities so that children have meaningful and ambitious work each day in a range
- of different subjects which reflects the curriculum which would be taught in school.
- Ensure provision is in place so that all children have access to high quality learning resources and strategies – which are consistently applied across school.
- To be responsive to children's learning to enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.
- To differentiate work to ensure accessibility for all children; especially children with SEND.

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- Provide printed resources, such as workbooks, for children who do not have suitable online access.
- Ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Provide effective and consistent communication with parents.
- To utilise a range of online material as a means of delivering a well-managed cohesive curriculum.

### Implementation

We will take a blended approach to learning. This means a range of remote teaching techniques will be utilised to revisit prior learning, explain new learning and address misconceptions. It also means that sufficient time will be provided for children to practise their skills and deepen their knowledge independently before moving on. All children will have access to high-quality education through our blended approach. We will continue to use a range of teaching strategies to offer an inclusive yet suitably challenging curriculum for all, which is closely aligned to the content and delivery of lessons that would take place on site. This is particularly important when the school is closed for the majority of children. Communication between home and school is key for effective blended learning to take place. Teachers will use parental feedback to further support children's diverse individual and family needs.

### Blended Learning

We will use a combination of pre-recorded videos/ live zoom lessons and printed material. These will be broken down into daily sessions which will replicate, where possible, the timetable followed in school. Printed work packs will be provided for children who are unable to access online resources or children will be invited into school if parents are struggling to have any access. Planning will align to the planned school curriculum as much as possible. The school has decided to make use of the OAK Academy lessons for a significant percentage of the time, complemented by White Rose Maths on a daily basis to teach our maths curriculum. Utilising this approach enables teachers to match the work more carefully to the needs of individual year groups. Moreover it frees up teacher time to provide feedback on submitted work and provide personalised lessons if need be. There will be two daily Zoom sessions with a story at the end of the day and a whole school celebration assembly on a Friday. Online dance lessons will be provided with our dance teacher 'Jess' and links to our core 'Real PE' will be available.

One concern about home learning is that activities set by teachers may be predominantly screen-based, given that work is frequently set through the use of education technology. Teachers will ensure lessons aren't limited to on-screen activities by setting tasks that can be completed away from a device, to offer a balance of activity type. This includes reading comprehension, reading and spellings. Maths worksheets will be provided to supplement the daily videos.

Where websites are used, teachers will ensure that these are appropriate and free to use for parents/ children. Teachers will send out logins and passwords where necessary. Staff and pupils will only use their school-registered accounts to access learning platforms. Personal accounts must not be used under any circumstances for the purpose of remote learning.

### Coverage of learning

Planning for blended learning will align with the projected delivery of the school curriculum to provide consistency and progression. This ensures children are given the best opportunity to reconnect to the curriculum when on-site learning recommences. A weekly timetable, with suggested timings and easy to open links will be sent to parents on a Sunday afternoon via Parentmail. Parents can return /collect new reading books, maths worksheets and any other relevant material on a fortnightly basis at a rearranged time.

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DFES recommended times are

## Primary school-aged pupils

"When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school:
  - primary: 3 hours a day, on average, for Key Stage 1 and 4 hours for Key Stage 2 pupils."

## KS1 & KS2

- 5 x English lessons following a theme. Use of a stimulus to engage the children followed by learning around word and sentence level work. Children will be expected to complete some work each day, Lessons starred on the timetable will indicate the learning teachers expect to see through the week.;
- Daily reading
- One reading comprehension per week.
- Spelling and phonics – At least one task per week focusing on key spelling patterns
- Daily Maths lessons, following the White Rose Scheme of Learning, which align with the method of delivery used in school. Learners will be able to build upon previous learning and develop a deeper understanding through practising fluency skills, reasoning and problem solving. Worksheets can be collected on a fortnightly basis from school. Parents will need to send starred sheets back to school on completion.
- Daily number facts/key skills practice / Using rock stars and number BOTS
- Wider curriculum – daily sessions on a theme taught within the curriculum year group. This may be a pre-recorded lesson on Science, History, Art or RE followed by a task. The subject being explored will change through the week to ensure a broad and balanced curriculum.
- Physical exercise, for example, join in with Joe Wicks PE Coach on You Tube, our links to REAL PE and dance with 'Jess'

Children will be expected to complete work set daily between **9am and 3.15pm**. We do not expect children to complete activities outside of these hours. It is also important they take regular breaks in the morning, afternoon and at lunchtime where they will not be directed.

## EYFS

The children in Foundation will be set some weekly fun activities to do, centred around the Development Matters Framework. These will be sent home in a similar manner to KS1 and 2. There is a separate timetable for Foundation. These will include:

- Listening to stories read live by our EYFS staff.
- Fine motor / handwriting practice activities.
- Daily Reading on Oxford Owl (Reception).
- Daily White Rose Maths activities.

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- Challenge activities – such as a shape hunt, making minibeasts, masks etc....
- Topic based activities linked to subjects such as science, history, geography, PSHE etc
- Daily physical exercise – such as joining in with Joe Wicks PE coach on You Tube, going for a walk or trying some yoga.
- Phonics activities – practise letter sounds and high-frequency words.
- Number activities – number hunts, chants, songs and rhymes.

We encourage parents to send evidence of children's learning/photographs via email.

This additional guidance will help us all make the best of new and sometimes unfamiliar distance learning environments. It can hopefully help you be ready for some of the more practical aspects of learning from home.

### Engagement and Feedback

- There is an expectation from the government that the school will keep a daily record of who is attending the Zoom meetings and who is returning the expected work. If staff do not see your child and you have not contacted the school for more than two days, then they will give you a quick ring to check if everything is okay and discuss how we can best ensure that your child is engaging fully with Home Learning.
- **Assessment** : Teachers will mark designated longer pieces of work and provide clear advice on how it needs to improve. Some work will just be acknowledged and fed back to the whole class together. If a child is struggling and parents contact the school, teachers may provide some individual online support through Zoom. Parents need to verbally approve this before it takes place. At least one piece of English and one piece of Mathematics needs to be marked and returned to the child through the week.
- Sometimes at the start of the day. The teacher may set a quiz on the previous day/weeks learning for the children.

### Children with additional needs

- Staff will ensure that work set will match the child's current attainment and some work will carefully adapted to ensure access. Staff provide personalised timetables for particular children and there is a distinct timetable for Foundation and Year 1 even though they are in the same class. Many of the children on the Special Needs Register are attending school on a daily basis.

### Communication

Communication between home and school is key for effective blended learning to take place. During the period of remote learning, the school will maintain regular contact with parents and carers to:

- Check the well-being of their child and how well they are able to access the activities provided to ensure appropriate support is in place.
- Reinforce the importance of their child staying safe online and direct parents/carers to useful resources to help them keep their children safe online.
- Ensure parents know they can phone the school at anytime during the day for support in access or with their child's learning.
- Ensure parents are aware of what their child is being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious use.
- If parents are struggling with access to computers, the school will lend out a computer for a specified length of time.

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Timetables will be sent out on a Sunday afternoon via parent mail. Useful links, passwords for Zoom will be included. Work that must be sent back to school will be starred. To keep all our structures as simple as possible. Work will be returned via email. If the requested work is not returned/and/or attending the daily Zoom sessions, staff will contact the parent to ensure everything is okay. Parents will be encouraged to return any work, the children are particularly proud of.

### Additional Guidance

#### **1. Establish routines and expectations**

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over-time. Chunk your days into predictable segments, our suggested timetable will help. Help pupils get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

#### **2. Choose a good place to learn**

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety, please refer to our on-line safety web page for more information.

Set age-appropriate parental controls on any devices your child is using and supervise their use of websites and apps. See [advice on keeping them safe online](#) and talk to your child about online safety.

#### **Reducing screen time**

Digital devices are not the only way to learn. Manage screen time with a timer and break up screen time by getting your child to:

- use books and other printed materials that their school has provided or that you have at home
- write by hand – try asking them to complete work by hand, write a diary, a summary of things they have learned or done each day or 'to do' lists
- be active and get away from the screen regularly – see a selection of [physical activity resources](#) for primary school children
- stop using digital devices at least an hour before bed

#### **4. Help pupils 'own' their learning**

No one expects parents to be full-time teachers or to be educational and content matter experts. The teaching videos will support you in what your child needs to know and learn. You are supporting learning and not expected to teach. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much, and don't be tempted to complete the tasks, to get them done. Becoming independent takes lots of practice. At our school, your child usually engages with other pupils and any number of adults hundreds of times each day. Many of these social interactions will continue from a distance, but they will be different. You cannot replace them all, and that's OK.

#### **Reception and year 1**

The best way to help children aged 4 to 6 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

#### **Year 2 to 6 children**

The best way to help children aged 6 to 11 learn is to:

- give them support and direction, but encourage them to do work independently too

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- include active and practical things, rather than trying to make them sit and work for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

To check if they are learning try to:

- ask them questions as they go
- talk about things they learned

### Talking

Talk with your child throughout the day and try to explain new words. For example, discuss everything you are doing and pick out words that might be new to them.

### Reading together

When you read with your child try to:

- express the emotion in the story
- give colour to the characters using voices, tone and pace
- discuss the things you are reading

You can make a story more interesting and help your child develop their understanding of a book by linking what you are reading to their life. For example, while reading about Cinderella going to the ball, talk about how a ball is similar to a birthday party.

Ask your child questions about what you are reading as you go. For example:

- ask some questions that only need a short answer, such as what colour something is, or the name of a character
- ask some questions that need a longer answer, such as how a character is feeling
- ask them to tell you what has happened in the story so far

### 5. Begin and end the day by checking-in

In the morning, you might ask:

- What subject do you have today?
- Which task do you want to do?
- How will you spend your time?
- What resources do you need?
- What can I do to help?

At the end of the day you might ask:

- How far did you get in your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These brief grounding conversations matter, pupil voice is important and praise essential. Not all students thrive in distance learning, some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help students develop self-management and executive functioning that are essential skills for life. Parents are good life coaches, but your families' happiness is vital. All of the resources can be found on the class pages and are a guide to home learning.

### 6. Establish times for quiet and reflection

For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms if possible, to avoid distraction. Many families may need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day. Please do use the free audio books, noise-cancelling headphones are an idea - Reading is fundamental.

### 7. Encourage physical activity and exercise

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Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone/together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged. You may want to think about how your children can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in.

### **8. Manage stress and make the most of an unusual situation**

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and on-going reassurance from trusted adults. In these circumstances, it's often possible to reframe challenges as opportunities: for spending time together, discovering new ideas and interests, investing energy and attention in activities that often get pushed aside by everyday tasks and responsibilities. Experts advise that it's a good idea to slow down, find beauty, enjoy unexpected benefits, and express gratitude by helping others.

### **9. Monitor time on-screen and online**

Distance learning does not mean staring at computer screens seven and half hours every day. Teachers will aim to build in variety, but it will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time'.

### **10. Connect safely with friends, and be kind**

Help your children maintain contact with friends. But do monitor your child's social media use. Remind your child to be polite, respectful and appropriate in their communications, and to follow school guidelines in their interactions with others. Report unkindness and other problems so that everyone maintains healthy relationships and positive interactions.

[A guide for children on Remote learning](#)

[A guide for parents on Remote Learning](#)

### **Expectations on Teachers**

- All teachers will prepare work and publish timetable links to be sent via parent mail on the Sunday afternoon.
- Teachers will respond to pupils' work and provide feedback when appropriate. Staff will contact individual children if they feel further work is needed to address a fundamental concept.
- Staff will contact certain children through the week to hear them read/check their understanding.
- Teachers will hold two daily Zoom Meetings at the start and end of the day.
- Teachers will try to match the work to your child's abilities, sometimes this will prove to be difficult as teachers often give additional support to pupils during a lesson.
- Teachers will be available through their normal working week, bearing in mind they are teaching children who are attending school through lockdown.
- Teachers will sometimes be completing professional learning tasks so will not always be able to respond immediately to pupils.

While no one knows how long this pandemic will last we know that it won't last forever. Children take cues from adult behaviour and attitudes, so it is important to communicate calm, confidence and optimism that we will pull through the crisis together. Managing our own emotions will help our children stay focused on learning.

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• This covers an initial short absence (3/4 days) whilst awaiting the outcome of a COVID test (parent or sibling). A link will be provided, that is aligned to the Year Group curriculum, with videos / tasks that provide opportunities for learning/ consolidation linked to what is going on in school.

This covers any period where a child is required to self isolate (up to 14 days) due to having been in contact with someone who has tested positive for COVID-19, tested positive themselves, been contacted by NHS Track & Trace or. Work will be provided, directly aligned to what is being taught in class. A timetable will be provided alongside teaching and personal contact.

Phase 1

Phase 2

Phase 3

Phase 4

• This covers any period where the whole school is in lockdown. Work will be provided, directly aligned to the Year Group curriculum, via a timetable with daily Zoom meetings, with a mixture of recorded videos and matched work and reading books changed fortnightly.

This covers any period where a school 'bubble' is self isolating (14 days), due to a confirmed case. Work will be provided, directly aligned to the Year Group curriculum, via a planned timetable with links to videos/ live teaching linked to what is going on in school..

Primary School