

Remote Learning Policy

2021-2022

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REMOTE LEARNING POLICY

Introduction

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The information within this policy is intended to provide clarity and transparency for pupils, parents and carers about what to expect from remote education where national or local restrictions require entire bubbles or indeed schools to remain at home. A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The first few days

In the event of remote education being a requirement, our initial task for the children will be project based and revolve around a given topic e.g Character Creation. Within the project, there will be a variety of topic-linked tasks which will cover a wide spectrum of curriculum subjects. We would anticipate that families choose the tasks which most suit their children's interests as well as current situation, as we are aware that unexpectedly learning from home can present logistical challenges.

Where the whole school is learning from home, two versions of the project will be produced; one aimed at FS & KS1 and one for KS2, although children are welcome to complete tasks from either pack should they wish (Examples are included as Appendices A & B). Where just one year group is required to work from home, one project sheet will be produced, tailored to their ages and abilities. During this initial time, children are welcome to submit work via their Class Dojo portfolios and are also required to attend a class Zoom session. Meanwhile school staff will be taking the necessary steps to plan, prepare and create resources for a longer period of remote learning.

What home learning will look like

Following the initial topic task, we will endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some science experiments or PE lessons may be unsuitable for home learning due to restrictions on resources.

Each day, the children will have a Zoom session with their teacher where they will discuss the activities for the day and review the prior day's learning. Whilst we understand that it may not always be possible to attend each meeting, every effort should be made to attend as many as possible as your child's teacher will use this time together to not only do some teaching and discuss learning, but also to discuss and observe the children's mental and physical wellbeing.

Where necessary, work is to be recorded in the Home Learning booklets and packs provided and can additionally be submitted to class teaching teams via the portfolio feature of Class Dojo, giving more immediate feedback.

Section 1 Remote learning & study times

Once the more formal programme of Home Learning has been prepared, each class will be provided with daily work from their class teacher in the form of Learning Log Booklets. The format will be uniform across the school but obviously the content will vary significantly between year groups. These will be delivered to homes alongside some other resources such as extra reading books, spelling books, stationery and, for some children, RWI Phonics & Spelling books. Further deliveries of booklets will be made if and when necessary.

The children will need to complete some familiar learning activities every day of the week. These are called 'Regular Daily Tasks' and are listed at the top of each 'My Learning Log for ...' page. The children can then tick off the tasks as they complete them!

The children will also have 3 additional tasks to complete each day. These are called 'Individual Daily Tasks' and include one Maths, one English and one Additional task (usually PSHE, Topic or Science). Details for each activity, with websites to visit where needed, are included below each title and dated worksheets will be found on the following pages should they be needed. Again, the children can tick the tasks off as they complete them and can also use their class' agreed self-assessment coding to let their teacher know how they are finding the learning.

Examples of Daily Learning Log pages for FS, KS1 and KS2 are included as Appendices C, D & E.

We expect that remote education (including attending a daily attendance Zoom, remote teaching and independent work/play) will take pupils, broadly up to and definitely no longer than, the following number of hours each day:

Early Years Foundation Stage (YR): 3 hours;

Key Stage One (Y1-2): 3 hours;

Key Stage Two (Y3-6): 4 hours.

Section 2 Accessing remote education

2.1 How will my child access your online remote education?

Our online learning and school contact will require access to the following sites, apps and resources. These have been chosen due to their excellent curriculum content, cross platform compatibility and ease of use. They are also applications which the children regularly access in class therefore any disruption to learning should be minimal.

- Tapestry (Foundation Stage)
- Class Dojo (Years 1-6)
- White Rose Maths
- Times Tables Rockstars
- Numbots
- IXL English & Maths
- Zoom

2.2 Digital device and online access support

We recognise that some pupils may not have suitable online access at home and therefore seek to support families as much as is possible using the limited resources that we have at our disposal.

The school has a limited number of iPads that can be lent to families who are unable to access the online learning. In the event of more family applications than there are devices available, they will be allocated on a priority basis dependent upon whether a child receives Free School Meals and then the age and number of the pupils within the family. There is a lending agreement that parents are required to sign before an iPad is distributed.

Work can be submitted to teachers via Tapestry (Foundation Stage) or Class Dojo Portfolio (Years 1-6) although this is not a requirement. Booklets will also be collected and examined upon return to school.

Please contact the office via enquiries@st-annes.lincs.sch.uk or ring 01476 564505 if you require further support with additional access remotely.

2.3 How will my child be taught remotely?

At St Anne's, we do not believe that online-only is an appropriate method for learning at primary school level and as a result, our remote learning takes a blended approach with digital learning available to support tasks where appropriate. All lessons will have material provided in a printed booklet so that families are able to limit the screen time experienced by their children. We will use a combination of the following approaches to teach pupils remotely:

- Live teaching through short morning Zoom sessions.
- Recorded teaching such as White Rose Maths instructional videos
- Printed paper booklets and packs produced by class teachers to follow our existing curriculum where possible.
- Textbooks, revision guides and reading books provided by school.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (White Rose Maths, IXL, TT Rockstars where the subscription fees are paid by school).

Section 3 Engagement & Feedback

3.1 Expectations

St Anne's expects all families whose children are not attending face to face education to access remote education. We have well-established and accessible platforms such as ClassDojo and Tapestry to promote engagement as well as communication with pupils, staff and parents.

Both ClassDojo and Tapestry allow for general information to be shared by teachers to whole classes, or indeed the whole school, as well as enabling parents to contact teachers individually. (For Safeguarding concerns, they are also aware to contact the office via enquiries@st-annes.lincs.sch.uk or by ringing 01476 564505).

Whilst we would encourage parents to maintain routines for their children which foster good learning habits, we recognise that many parents will be working from home and, therefore, have provided a flexible approach to learning that can be accessed throughout the day. Where possible, we would like children or parents to upload a minimum of three pieces of work each week (FS & KS1) or one piece of work each day (KS2) to their Tapestry account or Class Dojo portfolio. Teaching staff will monitor ClassDojo/Tapestry between the hours of 8.30am and 4.00pm, although messages can be left at other times for teachers to pick up the following day.

3.2 Engagment

ClassDojo/Tapestry messages will be monitored daily as will the pupils' individual portfolios. In addition communications from parents to teachers via the main Administration Office will be forwarded daily. Dojo/Tapestry will also be used to support and promote the ParentMail posts, letters and emails sent to parents.

Staff will monitor the portfolios and if work is not submitted for 3 academic days without parental communication, contact will be made either through Zoom or directly with parents to check that there are not any issues preventing the pupil from accessing the learning.

Tapestry, Class Dojo and telephone calls will be used to contact parents to provide additional communication. This may be made by the class teacher, a senior leader, pastoral staff or SENDCo.

3.3 Assessing Work & Progress

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Whole class feedback added to the Class story on ClassDojo or Tapestry.
- Individual feedback provided through the portfolios comments tool.
- Links to an online survey or quiz.
- Verbal questioning through Zoom
- Collection of all paper based work upon return to school for teachers to examine.

Section 4 Additional Support for Pupils with Particular Needs

4.1 SEND Children

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- It is hoped that wherever possible, pupils with an Educational Health and Care Plan will be able to access face to face education in school, with their place within lockdown school guaranteed.

- In the event that a child with an EHC accesses learning remotely, the learning provided will be tailored to meet their specific needs. There will be more opportunities for the child and parents to interact remotely with the child's teacher and adults with whom they have a relationship. This may be in the form of a general keeping in touch/feedback session but may also include more specialised teaching/learning sessions.
- We acknowledge that there are many different teaching strategies that are age and ability related. Some pupils require a more practical/play based approach to learning and our activities planned for home learning reflects this without requiring specific resources.
- For pupils on the SEND register, their progress will be monitored by the SENDCo including regular contact (telephone calls/Zoom calls) as well as email/ClassDojo/Tapestry. The SENDCo can liaise with other agencies on behalf of a family to ensure that all pupils receives the support they need.

Section 5 Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate or have received a NHS shielding letter, but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

5.1 Self Isolating Provision

In the case of self-isolating pupils, our response is dependent upon the information provided by the parents.

- If the child is displaying symptoms and is unwell, we will obviously check in with parents as to the child's well-being and whether the child is well enough to access learning remotely.
- If a family member has been tested and the results are expected within a day, general learning support is provided in order to provide short-term remote learning.
- If a child is shielding or isolating due to a positive case but is physically well enough to complete school work, the class teacher will contact the family either by Zoom or by phone in order to agree the best way for the child to participate in learning whilst away from school. The use of Teams/Zooms will be encouraged so that the child can participate in live lessons where possible. Learning resources will be emailed or paper-based copies delivered by hand to the family as needed. Regular check in phone calls will be made to ensure that there are no issues in accessing the remote education.

When a pupil returns to face-to-face learning, any paper-based remote learning will be marked and added to the child's work files.

Appendices

Appendix A FS/KSI Home Learning Project Example

CHARACTER CREATION CHALLENGE

This week's whole school learning (alongside your class' TTRockstars, Numbots, IXL and reading) is our create a character challenge.

Below are 16 suggested activities around a character that you create.

Before you begin you'll need to think of a name for your character and draw a picture of them.



Write a diary entry in the role of your character describing a typical or eventful day.

Change the lyrics to a song you know to make it about your character.

Add labels to your picture to show what makes your character special.

Create a comic strip for your character.

Create a workout suitable for your character to keep fit and healthy.

What is your character's favourite sport? Design a kit for them.

Create a 3D model of your character's world or setting.

Draw, paint or collage a picture of your imaginary character. Make sure you include all of their features.

Record a short video interview with your character.

How many ways can you show how much your character weighs?

Design and create a character using junk modelling (with moving parts if you can).

Design and make a meal your character would enjoy.

Create a 'habitat' for your character and consider all the things they will need to survive.

Record a timeline of important events in your character's life.

Design a badge or emblem to show your character's top 3 values.

Look at a map of the world and pick an exciting place for your character to live. Draw and write about it!

When we all get back it would be great if you could share some of your work with your class. We will make a whole school display featuring as many as we can.




Appendices

Appendix B KS2 Home Learning Project Example



Appendices

Appendix C FS Daily Learning Log Example

 My Learning Log for Tuesday 12th January	
Regular Daily Tasks (tick the box when completed)	
<input type="checkbox"/>	Exercise Choose one of the following to complete daily: • Joe Wicks YouTube session www.shorturl.at/rzunv0 • Cosmic Kids Yoga session www.youtube.com/user/CosmicKidsYoga • Free PE session - create your own fun & physical session for at least 20mins
<input type="checkbox"/>	Reading enjoy for at least 15 minutes either on your own or with a grown-up
<input type="checkbox"/>	Reading & Spelling check and practise your weekly letter sounds or words (orange books)
<input type="checkbox"/>	iXL complete online questions for 15 minutes
<input type="checkbox"/>	Numbots practise your mental maths for 15 minutes
<input type="checkbox"/>	Morning playtime have fun, inside or out, for 15 minutes
<input type="checkbox"/>	Lunch playtime when you have finished eating have fun, inside or out, for 30 minutes
<input type="checkbox"/>	Afternoon playtime have fun, inside or out, for 15 minutes
Individual Daily Task 1 (tick the box when completed)	
<input type="checkbox"/>	Maths: Representing zero Watch the White Rose Maths Session 2 video accessed at: https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Complete Miss Cooper's activity, finding ways to represent zero. What resources could you use? Draw or take a photo of your completed activity.
Individual Daily Task 2 (tick the box when completed)	
<input type="checkbox"/>	Phonics (after Zoom): Following our Zoom session, think about yesterday's walk and the special things that you found. Using the worksheet in this logbook, write a list of your special things. Try really hard to Fred-talk each word and write down the initial sound at the beginning of the word first, followed by the other sounds you can hear. Use your letter mat to help you write your letters.
Individual Daily Task 3 (tick the box when completed)	
<input type="checkbox"/>	Art: Pet Portraits Pets are amazing and lots of us are very lucky to have a lovely pet. Your task is to create a piece of artwork of either a special pet or animal that you have, that you know (family/friend's) or your dream pet if you could choose any animal in the world! (Mine would be a sloth!) You can choose whichever media you like to create your portrait - paint, collage (coloured paper, wrappers, magazine/newspaper cuttings etc). You could even make some 3-D art and make a model/sculpture! Can you make the adults at school say 'wow'?!

'...these three remain: faith, hope & love; and the greatest of these is love.' 1 Cor 13:13
 Rooted in faith, family & friendship. Growing in hope & aspiration. Flourishing in love.

Appendices

Appendix D KSI Daily Learning Log Example

My Learning Log for Thursday 4th February

Regular Daily Tasks (tick the box when completed)

<input type="checkbox"/>	Exercise complete a Joe Wicks YouTube session of your choice: www.shorturl.at/rzuvt0
<input type="checkbox"/>	Reading enjoy for at least 15 minutes
<input type="checkbox"/>	Reading & Spelling check and practise your test words
<input type="checkbox"/>	iXL complete online questions for 15 minutes
<input type="checkbox"/>	TTRockStars/Numbots practise your mental maths for 15 minutes
<input type="checkbox"/>	Morning playtime have fun, inside or out, for 15 minutes
<input type="checkbox"/>	Lunch playtime when you have finished eating have fun, inside or out, for 30 minutes
<input type="checkbox"/>	Afternoon playtime have fun, inside or out, for 15 minutes

Individual Daily Task 1 (tick the box when completed)

<input type="checkbox"/>	Maths
<input type="checkbox"/>	Watch the White Rose Maths video accessed at https://whiterosemaths.com/homelearning/year-1/ go to Spring Week 5 and click on the 'Tens and ones' video. Pause the lesson to complete the worksheets (on the following pages) at the appropriate points during and/or at the end of the lesson.

Individual Daily Task 2 (tick the box when completed)

<input type="checkbox"/>	English
<input type="checkbox"/>	Look at the picture in your booklet of the animals discussing Leaf. Why did they call him Leaf? Do you think that this is kind? Look at the words on the sheet and write what the animals think about Leaf from what they are saying. E.g. A Ghost - He is white. Why are they afraid of him?

Individual Daily Task 3 (tick the box when completed)

<input type="checkbox"/>	Topic: D & T
<input type="checkbox"/>	As our topic this term is about the Arctic, can you make a 3D model of the Arctic or an Arctic animal? Use a shoe box, papier mache, junk modelling or sticking cotton wool on tubes etc. It could be an igloo, icebergs in the sea or a polar bear in a cave. Whatever you want! Don't forget to send me a piccie of your creations on class Dojo.

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Appendices

Appendix E KS2 Daily Learning Log Example

My Learning Log for Monday 25th January

Regular Daily Tasks (tick the box when completed)

Exercise	complete a Joe Wicks YouTube session of your choice: www.shorturl.at/rauv0
Reading	enjoy for at least 15 minutes
Reading & Spelling	check and practise your test words
IXL	complete online questions for 15 minutes
TTRockStars/Numbots	practise your mental maths for 15 minutes
Morning playtime	have fun, inside or out, for 15 minutes
Lunch playtime	when you have finished eating have fun, inside or out, for 30 minutes
Afternoon playtime	have fun, inside or out, for 15 minutes

Individual Daily Task 1 (tick the box when completed)

Maths
Watch the White Rose Maths video accessed at https://whiterosemaths.com/homelearning/year-6/ Click on the 'Spring Week 3 Percentages' tab and then click to watch the video entitled 'Understand Percentages'. Pause the lesson to complete the worksheets (on the following pages) at the appropriate points during and/or at the end of the lesson.

Individual Daily Task 2 (tick the box when completed)

English: High Frequency Words Test
Ask an adult to test that you can read and spell each of your 6 words for this week. Please record your scores below: Reading ____ / 6 Spelling ____ / 6
English: RWI Spelling
Complete Unit 5: Suffixes Spelling Zone (pg 22), Dots & Dashes (pg 23), Word Changers (pg 23), Dictation (pg 24-ask your parent to read the 2 sentences on page 62), Four-in-a-row (pg 24) & Choose the Right Word (pg 25). Complete Special Focus 5: Orange Words (pg 26).

Individual Daily Task 3 (tick the box when completed)

PHSE: Dreams & Goals 3
Look at the photos on the Jigsaw page and complete this sentence, 'When I see people in the world who are living in difficult conditions or who are suffering, I feel...' Choose 3 of the pictures and consider; What the picture is showing? What might be the difficulty be in this situation? What might help their situation? How would you feel about the situation? There are clearly many types of difficulties in the world. These are often called 'Global Issues' Next week we will be considering what our 'dreams for the world' are.

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