



Elburton Primary School

Remote Learning Policy

	April 2021	Policy Review Date
1	April 2020	Policy Agreed
Version	Date	Description

Rationale

Home learning is the means by which children can learn to take responsibility for, and gain independence in, their own learning. It gives children the opportunity to broaden or consolidate learning covered in class. It also gives the children of Elburton Primary School the opportunity to practice and learn essential skills and knowledge. During the COVID-19 pandemic the vast majority of children will need to access learning remotely, as they are not able to go to school, and the school needs to set learning that is accessible to all of its learners. Parents and carers at home are key in supporting children to access this learning in addition with guidance from the school teaching team.

Aims

- To facilitate learning remotely during the pandemic while schools are officially closed
- To set guidance around expectations for learning remotely and those who may be part of 'Educare' in school
- To make children responsible for their own learning
- To encourage independence in the learning process
- To give children the opportunity to broaden and / or consolidate their learning
- To give the children the opportunity to practice basic skills and learn essential knowledge.
- To create a partnership with parents/carers in the learning process, all children from foundation upwards will need parental support.
- The inter-relationship between the child and parent/carer in this process is critical together with the interaction with staff members through Tapestry and the Virtual Learning Environment (VLE)

Organisation

The current Home learning policy expectation includes reading and practising number work such as tables and number bonds. Our remote learning policy reflects this with a variety of learning activities set for children over the period of time that they are away from school. Learning activities will vary by year group, with clarity over the expectation. Within this there will be complete exposure to the full range of curriculum subject areas over the phase of remote learning. The teaching teams will ensure this is progressive based on what had been taught already in the school year together with the future needs of the cohort.

Guiding Principles

Remote learning should be a meaningful time for a child that contributes positively to their learning. To ensure this, staff follow certain guiding principles:

- Children should have access to the resources to complete their home learning.
- Where appropriate, home learning should be differentiated.
- All children should have equal opportunities and equal access to resources required to complete the homework.
- Where children do not have access to online learning/devices the teacher will ensure there are hard copies sent home for the child to complete.
- Teachers should work with and support parents/carers in enabling children to complete their remote learning well.
- Teachers should keep parents/carers informed if there are any concerns about the standard of remote learning activities or the lack of completion.

To ensure this, parents/carers will follow the certain guiding principles:

- Parents/carers will support their children in accessing the remote learning.
- If children or the parents/carers are finding the remote learning difficult to complete for differing reasons, they will communicate this with the class teacher, who will be able to support.
- Parents/carers will ensure that their children are completing the remote learning on a daily basis.

Tapestry and Virtual Learning Environment (VLE)

Children and parents in Foundation/Year 1 will have secure access to Tapestry for their remote learning. Learning for Foundation/Year 1 will be shared using Tapestry by teachers and parents. Parents of children in these year groups will be able to respond to the teachers and can share their children's work securely. At 10:00am each Monday, class teachers will make contact with their class regarding the learning for the week. In addition to this, teachers in Foundation and Year 1 will make contact with children daily using Tapestry to offer feedback, support and additional learning challenges.

Children from Y2-Y6 will have access to their own VLE using the eSchools platform. This will be a secure platform which children have individual usernames and passwords for. At 10:00am each Monday, class teachers will make contact with their class regarding the learning for the week. Learning will be set by class teachers using this platform daily. Teachers and children will communicate through this secure system regarding work, this is to include; supporting children, offering challenge, answering questions and giving feedback.

Accessing Remote Learning

Pupils will find learning and activity suggestions set for them by their teachers on their class pages on the school website under 'Home Learning Page.' On a separate tab, children will have key websites signposted to them according to the children's age and stage of learning. The minimum expectation for remote learning daily is two hours, with additional independent learning that can be accessed by both the child and their parent. Parents have been sent details of these and they are also on individual class website pages. Teachers will be in dialogue with their children on a daily basis through the VLE and where this is not the case through a telephone conversation weekly or Tapestry. Parents have been set the log in details and it is for them to ensure that all safer internet use expectations are adhered to, while the children are on-line the children should be carefully supervised.

In addition to this, learning will be remotely set by individual year groups:

Foundation

Reading Daily	Maths Daily	Physical Development Choose one daily	Learning Task Daily
Daily 10 minute read to an adult, home books or Oxford Reading Owl book.	Daily use of Numbots Practical maths activities at home which can be posted onto Tapestry (e.g. maths through play, weighing ingredients for a cake)	PE with Joe Wicks live on YouTube	Each day a teacher from the Foundation Stage team will post a suggested learning activity onto Tapestry at 10:00am. Children to watch the learning activity and post their learning on Tapestry for teachers to see.
Daily listen to a story read by an adult at home or on Tapestry at 3pm		Own choice of daily exercise	
Daily RWI Phonics Lesson streamed online		Cosmic Yoga https://www.youtube.com/user/CosmicKidsYoga	
Teachers will respond to the children’s learning daily on Tapestry			

Y1-2

Reading Daily	Maths Daily	PSHE Choose one daily	Topic based Weekly
Daily 10-20 minute read to an adult, home books or Oxford Reading Owl book.	Daily use of Numbots OR School Jam	Jigsaw – calm me or story activity https://families.jigsawpshe.com/stuck-at-home/	Each week, a teacher will set a topic/project based on your curriculum for the term eg History – who was Isambard Kingdom Brunel, what is he famous for – draw and write. Extra – make a 3D bridge. Monday at 10am teacher video posted on Tapestry
Daily listen to a story read by an adult at home or on Tapestry at 3pm		PE with Joe Wicks live on youtube	
Daily RWI Phonics Lesson streamed online	Daily use of White Rose Maths Home-Learning (video and activity sheet) https://whiterosemaths.com/homelearning/	Own choice of daily exercise	
Daily write based on a picture/stimulus.		REAL PE	
Teachers will respond to the children’s learning daily on Tapestry for Y1. Teachers will respond to the children’s learning daily on E-schools Y1/2.			

Y3-6

Reading Daily	English Daily	Maths Daily	PSHE Choose one daily	Topic based Weekly
Daily 10-20 minute read to an adult	Daily 5-10 minutes Spelling Shed	Daily use of ttrackstars	Jigsaw – calm me or story activity https://families.jigsawpshe.com/stuck-at-home/	Each week, a teacher will set a topic/project based on your curriculum for the term
Take Accelerated Reader quizzes after each book (use school login)	Daily writing task – picture stimulus.	Daily use of White Rose Maths Home-Learning (video and activity sheet) https://whiterosemaths.com/homelearning/	Own choice of daily exercise	eg Science – Plants based, dissect and label OR demonstrate properties of materials through art/poster/video
Use Myon log in to access more books			REAL PE	History – collect & collate - who, what, where, when of the Mayflower 400
			PE with Joe Wicks live on youtube	
Monday at 10am teacher video posted on class page/home learning				
Teachers will respond to the children’s learning daily on E-schools.				

Children in Foundation and Y1 can access **Numbots, Tapestry, Oxford Reading Owl** using their own individual logins.

Children in Y2 and above can access **Times table Rock Stars, My Maths, Spelling Shed, Accelerated Reader, MYON, SPAG.COM (Y6 only)** using their own individual logins.

Equal Opportunities and Special Educational Needs

Where children do not have access to an online electronic device the school will identify these children across the school. From this they will then provide a hard copy of the remote learning and deliver this to the child's home enabling them to have the same opportunities.

For those children with specific learning needs the learning will be modified to meet these needs as well as the media used for them to access it. At all times the school will check this against targets on Individual Education Plans and/or Education Health Care Plans.

Where children do not have access to an electronic device a member of the teaching team will make a weekly call to the family, speaking with parent and child during this call. The purpose of this is to find out about the learning that has taken place, any issues and offer support for future learning (this is a very small number of children at the school).

Monitoring

The school will monitor that all children are accessing the learning, by checking log-ins to the VLE, various websites and also dialogue between teacher and pupils. Where children are not accessing the learning, members of staff will make direct contact with the families to ascertain the reasons for non-completion. If this is something that the school can support with it will. There could be various reasons for this but the school will support the family as much as possible while also being clear that this is an expectation for the child(ren). Initial contact will be made by the class teacher, where this does not have a positive outcome the leadership team will then make contact. If there are vulnerable children/ disadvantaged children not accessing learning following the various interventions the family will be positively encouraged for the child to attend the 'Educare' provision. It is vital that all the children at Elburton are accessing learning throughout this period of time.

The senior leadership team will check that there is a consistent approach to the delivery of the remote learning policy. Within this monitoring, the team will be ensuring that there is complete curriculum coverage throughout the time for remote learning due to school closure.

As there are so many variables within this, linked to the period of time for remote learning, when the children will reconvene at school, the difference between how much remote learning has been completed by individuals there will be a period of assessment once they return to school. The leadership team, in partnership with guidance from the DfE, local authority and Horizon Learning Board will consider a thorough school wide approach to children starting back at school – addressing a baseline for the children that clearly identifies gaps in learning, enabling the team to plan learning that addresses the possible imbalance of learning during the remote learning phase (linked to COVID19). It is critical that the children secure good progress once they return to school ensuring there is no long term impact on their learning and attainment/progress.

Written by : Senior Leadership Team