



WEST MELTON PRIMARY SCHOOL

Remote Learning Policy

Date of Policy

Date of Policy review

Purpose and principles

In order to ensure that pupils are engaged in age-related learning, irrespective of lockdown and self-isolation, West Melton Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

In the event of any form of isolation and loss of learning caused by Covid-19, parents must understand that engagement in home learning is compulsory, as is the expectation that West Melton Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

This plan will be applied in the following instances:

- Single parent family where the parent has a positive case or is awaiting a test result - Those children who cannot attend due to transportation issues eg single parent with COVID-19 and no support system to get the child to school should be able to access remote learning for the duration of their parents' isolation period.
- Children testing positive without symptoms - Some families will be asked to do a PCR by NHS test and trace and only if the child tests positive do they need to stop attending. At that point, if they are off but not showing symptoms then they are entitled to access remote learning. School will make it clear to parents that they need to contact us if their child is absent after testing positive with Covid but is not showing symptoms and therefore well enough to access remote learning.
- The other scenario where remote learning should be offered reverts to the lockdown situation we have previously been in, which will be either directed nationally, locally or specifically from PHE teams due to outbreaks either determined in schools, communities or wider.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Our aim is that the learning opportunities will be:

- Focused on phonics, reading, writing and mathematics
- Personalised for SEND pupils by the teacher and through the support of LSAs.
- Include foundation subjects in-line with our long term plan.
- Manageable and achievable for parents/carers to implement whilst being at home.

The Home Learning Support for West Melton

- Kim Feetham Stow & Pat Scotton – English Leads
- Pat Scotton – Curriculum Lead

- Gemma Oldham – Maths Lead
- Kim Feetham Stow – SENCo
- Lee Parkinson – Science Lead

Home Learning Expectations

- We are using Google Classroom from FS2 to Y6. The children will use this daily to access their learning tasks and resources, and to submit work.
- Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths, Read, Write Inc and Oxford Owl.
- Children will be expected to complete daily mathematics, reading, English and foundation subject learning.
- Home learning documents will be uploaded daily.
- Staff will provide acknowledgement that work has been seen through liking, verbal or written feedback that acknowledges the effort and positive features that are present within pieces of work alongside the next steps.
- Most learning will be web based. For children where IT is a barrier, a weekly work pack will be provided.

Home Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered).

Pupil needs to isolate because they or someone in their household is symptomatic or tests positive.	
A group of children are self-isolating because of a case of Covid-19 in their class bubble	
Ongoing Support	Safeguarding/SEND
<ul style="list-style-type: none"> • Using Google Classroom, the class teacher will upload learning each day. • The teacher will decide which materials are most appropriate for the individual child. • If teaching input is required for lessons, the teacher may direct the parent to a relevant Oak National taught session. • Non-core lessons and resources may be uploaded to Google Classroom. • Live learning following the class timetable will be available for most lessons. 	<ul style="list-style-type: none"> • School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results. • If child is entitled to benefit-related FSM, ensure food made available. • If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on Safeguard). • If a child does not engage in learning, the class teacher is to call the parents to discuss barriers and support.

A whole bubble/cohort of children is isolating because of an outbreak of Covid-19	
Ongoing Support	Safeguarding/SEND
<ul style="list-style-type: none"> • Teachers will share a timetable of learning – this will consist of core subject lessons, a non-core lesson and in KS2 a whole class reading session per day. • Using Google Classroom, the class teacher will upload learning each day. Learning Support Assistants will be able to support the class teacher in identifying resources. • The class teacher will share links to appropriate lessons from White Rose Maths, Oak National lessons, Read, Write Inc, Oxford Owl or through Google Classroom. • For non-core lessons, resources will be uploaded to Google Classroom and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to current learning. 	<ul style="list-style-type: none"> • If any children are entitled to benefit-related FSM, ensure food made available. • If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from a member of the inclusion team (record on Safeguard). • Those not engaging with home learning are to receive a phone call from the class teacher to discuss the

<ul style="list-style-type: none"> • Staff will schedule a phone call to support those children needing additional input. • The Class teacher or may record a reading for pleasure session. • Completed work will be uploaded to Google Classroom. Teachers can review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Dojo. • In the event of teachers becoming ill, LSAs and SLT will 'takeover' the Google Classroom account with resources being identified by the teacher. 	<p>barriers and the support needed by the family. This could then be followed up by calls from the DSL if there are pastoral issues.</p> <ul style="list-style-type: none"> • Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage. • The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.
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The structure of the home learning will include the following:

- In FS, the activities will be 4 timetabled activities in approximately 20 minute slots.
- Mathematics learning should be timetabled for 50 minutes a day for Y1-Y6. This will include learning alongside White Rose and Purplemash.
- Writing including grammar and punctuation activities should be timetabled for 50 minutes a day lesson. This will include handwriting.
- Reading should be timetabled for 20 -30 minutes each day for Y1-Y6.
- Phonic or spelling learning should be timetabled for children from FS2 - Y6 including children.
- Foundation subjects will be timetabled in 50 – 60 minute slots for Y1-Y6 including children.

Subject	Requirement
Phonics	<ul style="list-style-type: none"> • Pupils in FS2 and KS1 will continue to access RWINC lessons using the Ruth Miskin YouTube channel, this is to ensure our school phonics approach consistent.
Reading	<ul style="list-style-type: none"> • Pupils will complete a daily reading activity and answer a set of comprehension questions. • Pupils may be set a visual literacy task involving observing, interpreting, making inferences based on an image or video clip. • In KS2, children will access the whole class teach of reading sessions. Reading material will be presented in chunks alongside the questions to ensure children are able to navigate an online text easily.
Writing	<ul style="list-style-type: none"> • Units of work developed over a sequence of lessons with video input so that children are engaging with writing each day. This will include discreet or applied teaching of punctuation and grammar. A unit of learning may be taken from the Oak National Academy or a unit developed from Talk for Writing.
Handwriting	<ul style="list-style-type: none"> • Letter formation or joins following the school's handwriting scheme of learning.
Spelling	<ul style="list-style-type: none"> • A key focus on statutory spellings and spelling rules for each year group following the Read, Write Inc programme.
Maths	<ul style="list-style-type: none"> • White Rose - pupils will be directed to appropriate age related maths learning and support materials. This could involve links to video clips that demonstrate certain mathematical concepts using visual or concrete examples.
Mental maths	<ul style="list-style-type: none"> • Pupils will use Purplemash as directed by the class teacher, to develop their knowledge and recall of multiplication and division facts.
DT/ Art	<ul style="list-style-type: none"> • Based on the classes medium term curriculum plan or linked Oak Academy lessons.
Science	<ul style="list-style-type: none"> • Based on the classes medium term curriculum plan or linked Oak Academy lessons.
Geography or History	<ul style="list-style-type: none"> • Based on the classes medium term curriculum plan or linked Oak Academy lessons.
RE	<ul style="list-style-type: none"> • Based on the classes medium term curriculum plan or linked Oak Academy lessons.
PSHE/Music	<ul style="list-style-type: none"> • Based on the schools schemes of work.
Spanish KS2	<ul style="list-style-type: none"> • Based on the schools schemes of work.

PE	A daily PE task may be linked to “workout videos” online, or short stretching or aerobic exercises that may be done safely at home or in the garden.
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In FS, each week there will be a selection of activities linked to the areas of the Early Years foundation stage curriculum. Below is a table of the areas we will cover for our learning activities through the week.

Monday	<p>Communication and Language Phonics Reading Maths Expressive Arts and Design</p>
Tuesday	<p>Communication and Language Phonics Mark Making/Writing Maths Personal, Social and Emotional Development Physical Development</p>
Wednesday	<p>Communication and Language Phonics Mark Making/Writing Maths Understanding the World</p>
Thursday	<p>Communication and Language Phonics Mark Making/Writing Maths Understanding the World</p>
Friday	<p>Communication and Language Phonics Mark Making/Writing Maths Expressive Arts and Design Physical Development</p>

Example timetable

	8:30 - 9:00	9:00 – 9:30	9:30 - 9:40	9:40 – 10:30	10.30. -10.45	10:45 – 11:45	12:00 - 1:00	1:00 – 14:30	2:30 -3:00
Monday	Morning Work	Reading	Movement Break/Noodle	Maths	Break	English inc spel/H.W	Lunchtime	Science	Daily Story time
Tuesday		Reading		Maths		English inc spel/H.W		Music/RHE/French (KS2)	
Wednesday		Reading		Maths		English inc spel/H.W		DT/Art	
Thursday		Reading		Maths		English inc spel/H.W		Geog/Hist	
Friday		Reading		Maths		English inc spel/H.W		RE/ Geog/Hist	

Communication

- Members of staff will not use their own private/work email but will use Google Classroom, Dojo or the school e-mail to communicate with parents.
- Staff will send a Dojo message to each family in the middle of each learning week to check on their well-being. If learning is not taking place, the message will reflect this.
- If there are no examples of work received by lunchtime on the third day of isolating, the member of staff responsible for children in those classes will ask to office to contact parents via a text message requesting examples of work.
- Should no examples of work be sent into school by lunchtime on the fourth day of isolating, the class teacher will call parents and the pupils to ascertain why work has not been sent in and to address and clarify any barriers that may have prevented this.
- Each aspect will be recorded by the person carrying out the action on CPOMS. This will be viewed by the SLT and Safeguarding Lead.
- If no examples of work are received by lunchtime on the fifth day of isolating, the SLT or Safeguarding Lead should contact the parents/ carers to see what additional support needs to be provided. The conversation should be logged on CPOMS.
- Parents can contact the teacher via Google Classroom, Dojo, the school e-mail or by phone should they need support.

Resources (To enable children to have immediate opportunity to continue their learning)

- If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery/ resource pack if needed (see below).
- The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.
- Children reading phonetically decodable reading books will take three reading books. A record of the books taken will be kept.
- Children reading book-banded books will take two books. A record of the books taken will be kept.
- Resources for SEND pupils to personalise their learning will be provided by the class teacher and teaching assistant on a weekly basis linked to their support plans.
- IT resources – laptops, I-pads provided for known families. The number of each device loaned to the families will be logged.

Stationery/ Resource Pack

- Pencil, ruler
- Lined / square paper for any written or maths learning which is appropriate for their age and stage.
- Reading books

Absence due to isolation

If a parent / carer informs school that a child will not be attending school due to isolation, this will be marked on the register with an X. This will indicate to the class teacher that home learning needs to be set.

The person taking the call will inform the parent/ carer that learning will be set for the children on Google Classroom if in Y1-6 to Y6. The following questions will be asked:

- Do you have access to the internet and Google classroom?
- What device will your child be using to access the platform?
- How you got appropriate stationery to support your child at home (pens, pencils, ruler, paper)?
- Is there anything else you need?
- The person taking the call should then remind the parent that if there are any problems to comment on Dojo and let the Class Teacher know so we appropriate support can be given.

Web based resources

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms:

- Spelling Shed: <https://www.spellingshed.com/en-gb/>
- Read, Write, Inc Phonics: <https://www.youtube.com/c/RuthMiskinTrainingEdu/featured>
- White Rose Maths: <https://whiterosemaths.com/homelearning/>
- Oxford Owl: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Our most commonly used resources will be as follows:

Oak Academy <https://www.thenational.academy/>

Oak Academy has been selected to support remote learning for a number of reasons:

- The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling and the use of deliberate practice.
- The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website.
- There are a range of lessons specifically aimed at children with SEND needs.
- Class teachers can use the lessons in the classroom so children are familiar with the platform.

White Rose Maths <https://whiterosemaths.com/homelearning/>

They are matched to our current maths curriculum model. Children are very familiar with these resources.

Spelling Shed, Read Write Inc Phonics, Purplemash, Talk for Writing and **Oxford Owl** will all be utilised to support the consolidation and retention of basic core skills.

There are a number of other resources which may be useful.

Foundation Subjects

BBC Bitesize: <https://www.bbc.co.uk/bitesize/this-terms-topics>

PE

Noodle:

NHS Disney shake up: <https://www.nhs.uk/10-minute-shake-up/shake-ups>

PE: <https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

Super Movers: <https://www.bbc.co.uk/teach/supermovers>

Active Kids: <https://ukactivekids.com/movecrew/>

Appendix 1

This meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

DfE Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected

to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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
- give access to high quality remote education resources
- 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
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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

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
- teach a planned and well-sequenced curriculum so knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- 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
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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.

The following range of resources to support schools in delivering remote education is available.

Catch-up support

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The [EEF Covid-19 Support Guide](#) includes information on how to support effective remote education and access to technology.

Video lessons

From that start of the Autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum. As a school we will be delivering live lessons on a daily basis.

SEND

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.