



## **Remote Learning Policy/Plan**

While staying at home due to coronavirus (COVID-19), parents and carers may be concerned about their children's education and the impact of missing school. This plan relates to our Full Opening Risk Assessment and our Returning to School Protocol and Procedures.

We don't expect parents to act as teachers, or to provide the activities and feedback that school does. Parents and carers should do their best to help children and support their learning.

Our pupils, teachers and families must adapt to an expectation for distance learning to be available and of high quality. This guidance can help us all make the best of distance learning environments. It can hopefully help you be ready for some of the more practical aspects of learning from home if the situation arises again.

### **Guidance for parents supporting children at home:**

#### **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, our suggested timetable will help. Help your child get up, get dressed and ready to learn at a reasonable time. 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.

#### **Structuring the day**

Do not worry about trying to maintain a full routine for your child like they have at school. But children will feel more comfortable and learn better with a routine to the day.

Generally, you should try to make sure that they:

- get up and go to bed at the same time each day
- have regular meal times
- have regular breaks
- make time to be active - children are used to regular play at lunch and break times

#### **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 online 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 or craft materials that 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 – physical activity links on our website (these links will open in the event of closure)
- stop using digital devices at least an hour before bed

#### **Stay in touch**

Children should try to email their teachers to share work they have done, completion of a task or an update about their learning etc each day. Please allow time for a reply, understand it may take a day or two for teachers to respond. They will be working with children both in school and remotely.

Access the useful links that have been pre-checked by our staff – website (these links will open in the event of closure)

### Learning Power - Help children to develop as learners

Provide support and encouragement, and expect your children to do their part. Don't help too much, and don't be tempted to complete the tasks for them. Becoming independent takes lots of practice.

Talk to the children about the **learning powers** we use in school: working together, independence, resilience, risk taking, reflection, creativity and curiosity.

### Growth Mind-set

It's OK to struggle because that means we are growing our brains. Talk to your child about growth mind-set and how this helps us to learn.

### Times for quiet and reflection

For families with children of different ages, and parents who may also be 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. Noise-cancelling headphones are an idea - Reading is fundamental, encourage this as much as possible.

### Physical activity and exercise

Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. Set new fitness goals and plan, hands-on - life-ready activities that keep hands busy, feet moving, and minds engaged. Experts advise that it's a good idea to slow down, find beauty, enjoy unexpected benefits, and express gratitude by helping others.

### Distance Learning – Guide – Chilli Challenge

For each 2 week block we will email you a plan for the learning. On the plan will be colour coded activities. We expect ALL children to complete the activities in **Green** the box. If your child would like extra activities, then there are further tasks in the **Amber** and **Red** boxes.

Here are some useful pointers to help you support your child at home and to provide them with a routine.

Here are some example timetables that might work for you:

<b>Monday</b>	Physical Activity	Reading/Phonics	Writing	Free time / Play	Maths	<b>Lunch</b>	Read	Free time/Play	Physical/ Baking
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OR

<b>Monday</b>	Reading/Phonics	Physical Activity	Free time/Play	Writing	Maths	<b>Lunch</b>	Free time / Play
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- The activities do not have to be done all at once... eg 30 minutes of reading could be completed over 2 or 3 sessions throughout a day.  
Children will learn more if they do shorter periods of focused learning interspersed with another activity.
- How much time to spend on an activity depends on your child. Some children may only focus for 10 minutes at a time. Others may stay focussed for 20-30 minutes. After these focused times the children will need a break – they could do something physical or creative.
- Talking and having a conversation about their learning is as valuable as doing the task. By talking about what they have learnt the children will be establishing the pathways in their brains and embedding their learning.
- Teachers and TA's have watched the videos relating to the links on the planning, however it is the responsibility of the parents to ensure children are **safe on the internet** at all times.
- Daily physical activity is essential for fitness and mental well-being. Children should have time in the fresh air – physical activity or just playing - Children must have time to play as this is how they will make sense of the changes in their daily routine and the world around them.
- Having a conversation about anything that interests them is valuable to a child's language development.
- It is important that children have time away from screens

## **In the event of a group or whole school closure**

### **Our immediate response will be the following:**

- Teachers will share lesson plans via the website and email.
- These are tailored for every objective in the primary curriculum.
- Learning activities will follow our chilli challenge curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.
- Children will be able to take photos of their learning and email to class email addresses
- Teachers will resume email contact with the children and regular video link check-in sessions/assemblies
- If required additional resources for online learning will be used
- The Oak National Academy can be found here (<https://www.thenational.academy/information-for-teachers>) This is an alternative curriculum resource as approved by the DFE
- Reading resources: [Oxford owl](#)

Where children can't access the internet, children will receive home-learning packs (paper-based) to complete. However, efforts will be made to ensure families are not further disadvantaged by their lack of technology in the household. The school will audit families in need and do everything possible to help resolve this.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each week
- These activities are planned and meet the requirements of the national curriculum, however, they are not a continuum of the planned work taking place in school at the point of closure
- For the period of time that a group or the whole school is closed a new block of work will be provided for every week – two weeks
- Learning will be sequenced as per our current curriculum model (chilli challenge)
- Lessons will be of the equivalent length of a current school day - **3 Hours KS1-4 hours KS2** (to include wider curriculum and physical activity)
- Email contact will resume. Teachers will be available via email/telephone, at the teacher's discretion, so that they can further tailor the learning as a result of feedback if necessary.
- Pastoral team telephone contact will resume. Pupil engagement will be monitored by teachers and the school pastoral support team may be required to check in and support those who are not engaging.
- Teacher feedback will be as regular as possible but the health and wellbeing of staff must be considered and they will not be expected to work for longer than their specified hours/days

## **In the event of an individual child isolating due to COVID**

- The class teacher will be released from class for two hours once notification from the parent is made and confirmed by the admin team, this will allow them to adapt the work and collate for distribution to the child by the following day.
- The child will receive learning opportunities for a range of subjects for the two week block
- Learning will link directly to the current planned activities for the rest of the class and will be tailored to suit the needs of the child.
- The teacher will resume email contact for this child during the isolation period. The class teacher will telephone to maintain contact if appropriate.

## **In the event of a teacher isolating due to COVID or becoming ill**

The parallel class teacher within the zone will take responsibility for planning and the cover supervisor will be allocated to deliver learning for that class until the teacher returns. This will be reviewed depending upon the length of absence.

**For latest information visit:** [NHS information and advice about Coronavirus \(Covid-19\)](#)  
[– Coronavirus \(Covid-19\)](#)

[Government Website](#)