

# Park Street C of E Primary School & Nursery



## Remote Learning Plan

Version	1.0
Name/Department of originator/author:	School Leadership Team
Name/Title of responsible committee/individual:	
Date issued:	January 2021
Review frequency:	
Target audience:	Parents

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	25/01/2021	Approved by FGB

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Park Street C of E Primary and Nursery School is determined to work to ensure we do the best possible to minimise any falling behind in learning during the period of school closure and the impact of the Covid virus.

We aim to mirror as far as possible, learning for children at home with the learning of children at school. We believe the maintenance of regular, routine learning will support the well-being of our pupils and their personal sense of achievement.

We appreciate in current times, learning may be interrupted by the impact of illness or other home priorities and realise that the remote learning offer may need to be adjusted as parents/carers manage different circumstances.

The remote learning planned is offered, not prescribed. Our priority is to maintain children's engagement with their learning and pride in their achievements.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

If school is open to all children, it may be that the first couple days, home learning looks different whilst teachers respond to individual needs. Provision will be in the form of a paper pack for collection from the second day of absence.

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We aim to keep the content of teaching as close as possible to what the children would receive in school to ensure children continue to build on prior learning, progress to secure new learning and have opportunity to apply their learning creatively and through problem solving.

Where school is open and your child is self-isolating and well enough to continue with learning, the class teacher will issue a paper based home learning pack. As we move to expanding the use of Microsoft Teams, we aim to additionally, set home learning assignments that can be 'turned in' to the class teacher. The class teacher will 'check in' with children at home either by a phone call or through a 'Teams' meeting.

In the event of school closure, for Monday morning, a timetable of learning will be published on the school website for each KS1 and KS2 year group. A suggested timetable will detail learning for each day of the week and all learning tasks will be linked to a learning objective. A separate remote learning plan will be published designed for the Nursery and Reception children.

For Key Stage 1 and 2 children, there will be a daily menu of core subjects (Maths and English) and a daily physical activity. In addition, there will weekly learning tasks linked to other areas of the curriculum e.g. RE, science, history, art in line with the school's long term curriculum plans. We know children work at a different pace, so some will work through tasks quicker than others. Sometimes tasks will have an optional additional task, but there is not an expectation for any additional challenge to be completed by all children. Where the school's long-term curriculum plan is adjusted, curriculum learning for the subject will be 'blocked' into a day or week focus of teaching e.g. 'French Week.'

The school will use Microsoft 'Teams' to support 'live' teacher links with their class. Initially, these will be delivered as a weekly class 'meeting', quiz and story time. We will move to wider use of 'Teams' to instruct pupils, provide feedback and answer questions and to support individual learning e.g. intervention support for SEND pupils.

It is expected that teachers will deliver input and instruction for learning through a variety of additional means, including recorded Power Points, Oak Academy, BBC bite size and school based resources e.g. Purple Mash,

Mathletics, Charanga (music). Some learning will be in the form of worksheets but parents are not expected to print these, learning can be recorded on paper.

For EYFS children, a broad and balanced curriculum will be maintained to ensure children do not miss out on the learning objectives being taught in class, reducing the risk of missing key concepts or skills that may hinder their EYFS learning journey. Learning will make reference to new teaching and play content as well as consolidating previous playful learning too. Learning will be designed to be completed in the home, garden or whilst on a local walk.

For nursery children, there will be a range of weekly activities from the 7 key areas of learning. These will be a combination of practical, paper based and online activities including Purple Mash.

For Reception, there will be a menu of daily English, phonics, maths and physical development activities, some of which will be cross-curricular. Online tasks may include Purple Mash, and Mathletics. Some additional, daily activities will also be included linking to age appropriate online tasks and websites. The development of early reading skills, including phonics should be given priority here.

It is very important that younger children are given plenty of 'Learning through Play' time at home each day. More structured learning should be in short 'bursts' therefore, tasks set should be supported so that children only sit for a short time (max 15-20 mins).

### **How long can I expect work set by the school to take my child each day?**

We recognise that for some children, concentration span will vary according to their age, ability and any special educational needs. Times are a suggested minimum guide but may vary from child to child.

Nursery	1 -1.5 hours
Reception	2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

### **How will my child access any online remote education you are providing?**

The school will use Microsoft Teams to support remote learning. Children are issued with individual log in details and an Appendix M has been drawn up for Remote Learning to the school Online Safety Policy. Additional links to other online resources will be published in weekly timetables. We expect all children will access their remote learning and the school will follow up periods of absence.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

Not all children may have access to technology at home and for those children we will provide paper learning packs as outlined above. Learning packs can be collected from the school office on a weekly basis on Friday after 1.30 p.m., with completed learning being returned to the class teacher on collection of the next learning pack. The class teacher and/or support staff will make regular contact by phone with children working at home.

### **How you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information.**

The school has been issued with a small number of laptops through the Government. Parents have identified if they do not have access to an electronic device to access learning. Parents will be asked to sign a loan agreement if a device is issued for use at home. Parents should contact [admin@park street.herts.sch.uk](mailto:admin@park street.herts.sch.uk) for information.

## **Engagement and feedback**

We look forward to seeing learning outcomes from the children and we expect that outcomes may be sent back to teachers in different ways. For some tasks we will see written outcomes. For practical outcomes, this might be in the form of photographs e.g. of a model. It is important that wherever possible learning outcomes are fed back to the teacher so we can see how pupils are engaging and understanding their learning and to celebrate their achievements. All feedback whether verbal or written will be linked to the learning objective.

We look forward to talking to children in phone calls and hearing about their learning; their successes and what they are finding hard and extending this interaction through the use of 'Teams'. Pupils working with paper packs should return their work when new learning is collected. This will be quarantined before being reviewed.

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We know that home learning may be a real challenge for parents/carers when they are also managing professional work and caring for siblings. Where possible, children will be best supported for learning by maintaining a routine for school work/relaxation time. Regular, short breaks are useful between tasks and having a dedicated, quiet area for working. Even though children are learning at home, we hope all parents will continue to support their child by talking to them about their learning and letting us know of any difficulties they are experiencing as well as letting us know what is working well.

## **How will you assess my child's work and progress?**

To help teachers assess how children are getting on with their learning it important we are able to view examples of their learning so we can give extra support/ plan more challenge where needed and importantly, to gain an understanding of how they are engaging with their learning. Teachers will read and view pupil outcomes, ask questions and listen to responses and use this information to inform planning.

## **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

Some pupils, for example those 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 may use any of the following to work with parents and carers to support them.

- The SENCO phoning/e mailing to speak with child/parent/carer to discuss learning and offer advice
- The SENCO signposting parents/carers to support agencies/parenting courses and online resources
- The class teacher adapting learning tasks
- The class teacher or support staff phoning the child to talk about their learning and well being
- Provide a reading book pack
- Providing adapted resources to support learning
- Use of 'Teams' meetings with pupils at home to deliver intervention linked to individual targets
- Invite parents/carers to regular APDR reviews termly
- Mental Health Lead follow up to specific requests for support

Vulnerable pupils will be offered a place in school according the Government guidelines

**January 2021**

**We expect to keep this plan under constant review as it is implemented.**

**It will be formally reviewed at the end of the Spring Term 2021 and then termly during first year of implementation**