



## **Harrison Primary School Remote Learning Policy – December 2024 update**

**Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect other’s human rights and their own and other cultures’ (Convention on the Rights of the Child, UNICEF)**

### **Rationale:**

We are committed to providing continuity of education for our children and will do all we can to provide high quality remote learning **in the event of a majority or whole-school closure**. It is our aim to provide the same curriculum in remote learning as we do in school, wherever possible and appropriate.

**Provision of remote learning will be dependent on the team’s capacity to provide a blend of in-school and home learning.**

Our aim is to provide high quality provision that supports both children at home and school to continue to make progress at a similar pace however we understand that this expectation may not always be possible at home. We are very aware that each family is unique and because of this, will approach remote learning in a way which suits their individual needs.

The content will vary between year groups but examples of appropriate tasks might include: reading spelling, phonics, completing a comprehension/listening exercise, watching a relevant video resource and making notes on it, written responses to prompt questions, mental arithmetic, art and design, and scientific or musical activities.

**We know that managing learning remotely, at home, can be very intense – for parents as well as children!**

We will:

- provide remote learning that is fun and hassle free – for all involved
- supplement and complement what has already been taught in school
- provide instructions that are clear and explicit in order to maximise children’s understanding
- set tasks that encourage children to work independently
- provide video introductions to activities
- provide tasks and activities that give pupils the opportunity to practice and embed concepts, and deepen understanding.

### **How will my child be taught at home? (Remote learning provision and expectations)**

We firmly believe that children’s remote learning benefits from feedback from teachers and that where possible children should be given appropriate feedback that helps them to continue to make progress, albeit remotely. For this reason staff are committed to providing ‘Zoom’ calls and introductory sessions each day, if they are well enough and have capacity.

**Assuming that staff are well enough, this is the provision provided by each year group:**

**Year R:**

- daily updates to Tapestry with learning videos for Literacy, mathematics and phonics – these videos will also be used in school
- resources and activities to support reading and phonics, such as Oxford Owl, Teach your Monster to Read and Phonics Play
- details of other websites and activities etc to support learning at home
- Kinetic letter videos as appropriate over the week
- weekly 'PATHS' videos on Fridays (development of social and emotional skills)
- 'Challenge Fridays – the videos will ask the children to do challenges based on sports, construction
- virtual stories for families to share
- staff will respond daily to Tapestry
- staff will 'check in' with families by telephone every 2 weeks

**Year 1:**

- daily updates to Google-drive
- daily English, mathematics, phonics and Foundation subjects activities with explanatory videos
- resources and activities to support reading and phonics, such as Oxford Owl, Teach your Monster to Read and Phonics Play
- details of other websites and activities etc to support learning at home
- Kinetic letter videos as appropriate over the week
- 'Zoom' contact with the class
- staff will respond daily to emails on [Y1@harrisonprimaryschool.co.uk](mailto:Y1@harrisonprimaryschool.co.uk)
- staff will 'check in' with families by telephone every 2 weeks

**Year 2:**

- daily updates to Google-drive
- daily English, mathematics, spelling, reading and Foundation subject activities with explanatory videos
- resources and activities to support reading and phonics, such as Oxford Owl, Teach your Monster to Read and Phonics Play
- details of other websites and activities etc to support learning at home
- Kinetic letter videos as appropriate over the week
- 'Zoom' contact with the class
- staff will respond daily to emails on [Y2@harrisonprimaryschool.co.uk](mailto:Y2@harrisonprimaryschool.co.uk)
- staff will 'check in' with families by telephone every 2 weeks

**Year 3:**

- daily updates to Google-drive - English, reading, maths and Foundation subjects
- daily 'Zoom' call with each class at 9.30am to go through the day's timetable
- explanatory videos where needed
- introduction to daily expectations, Google-drive activities and introductory videos
- resources and activities to support reading and phonics, such as Oxford Owl, Teach your Monster to Read and Phonics Play
- details of other websites and activities etc to support learning at home
- staff will respond daily to emails on [Y3@harrisonprimaryschool.co.uk](mailto:Y3@harrisonprimaryschool.co.uk)

#### **Year 4:**

- daily updates to Google-drive - English, reading, maths, spellings and Foundation subjects
- daily 'Zoom' call with each class to go through the day's timetable
- explanatory videos where needed
- introduction to daily expectations, Google-drive activities and introductory videos
- resources and activities to support reading and phonics, such as Oxford Owl, Teach your Monster to Read and Phonics Play
- details of other websites and activities etc to support learning at home
- staff will respond to emails on [Y4@harrisonprimaryschool.co.uk](mailto:Y4@harrisonprimaryschool.co.uk) regularly

#### **Year 5:**

Daily updates to Google-drive:

- Reading activity (one of comprehension, class reader, inference task, language task)
- English lesson – PDF flip or video lesson plus resources
- SPAG / Spelling activity
- mathematics– White Rose video and work sheet plus answers (some topics will need additional resources/videos)
- mathematics fluency activity (flash back fours plus weekly themed activities)
- Foundation subject (one different one each day – Art / RE / PHSE/ History/ Music etc)
- daily 'Zoom' call with each class to go through the day's timetable
- staff will respond to emails on [Y5@harrisonprimaryschool.co.uk](mailto:Y5@harrisonprimaryschool.co.uk) regularly
- telephone calls to families not in touch

#### **Year 6:**

Daily updates to Google-drive:

- Reading activity (one of comprehension, class reader, inference task, language task)
- English lesson – PDF flip or video lesson plus resources
- SPAG/Spelling activity
- mathematics– White Rose video and work sheet plus answers (some topics will need additional resources/videos)
- mathematics fluency activity (flash back fours plus weekly themed activities)
- Foundation subject tasks, e.g. Art/RE /PHSE/History/Music etc)
- daily 'Zoom' call at 9.30-10.00am with each class to go through the day's timetable
- staff will respond to emails on [Y6@harrisonprimaryschool.co.uk](mailto:Y6@harrisonprimaryschool.co.uk) regularly
- telephone calls to families not in touch

**Teachers in years 3,4,5 & 6 will also offer Zoom opportunities at the end of each week to keep in touch as a class – for children in and out of school.**

#### **How do parents keep in touch with the teams?**

Please would you try and share your child's learning with us as one post each day. This will enable us to respond more efficiently and we don't want to miss anything important!

Please remember that teachers will also be teaching, planning and preparing activities and making videos and learning resources on a daily basis.

Please don't hesitate to contact us via Tapestry or Year group emails if you need help or are worried.

### **Feedback from parents since March 2020:**

The general consensus seemed to be to remember...

- to be realistic about what you can do - many families will be juggling work/home learning/family life/daily exercise time
- everyone is trying their best
- children respond differently at home and school
- time spent reading and counting is most valuable, never wasted
- children need time to amuse themselves and use their imagination - at school we expect them to be independent and resourceful at different times during the day
- structuring the day makes it easier for all – try to establish a regular routine
- sharing the load between adults, if possible, seems to work
- **to take care of your own health and wellbeing too!**

Understandably, we would not expect children to complete remote home learning if they are poorly.

**Links for parents regarding remote home learning (available only during a majority or whole-school closure):**

[https://www.youtube.com/channel/UCyNu9frrc-Aku\\_THHQzAFXw?view\\_as=subscriber](https://www.youtube.com/channel/UCyNu9frrc-Aku_THHQzAFXw?view_as=subscriber)

**Parents and children can access their year group home learning using these links:**

#### **Year One:**

<https://drive.google.com/drive/folders/1YbPxZN2fDpRCmKTKXSLFeFfRKZDnXxq?usp=sharing>

#### **Year Two:**

<https://drive.google.com/drive/folders/1o7bnO7TNs8zjOcYDXh7MJD9SskynvEm9?usp=sharing>

#### **Year Three:**

<https://drive.google.com/drive/folders/1UoJgZkiGolkqHUnWltQrnQk60Q7zOILT?usp=sharing>

#### **Year Four:**

[https://drive.google.com/drive/folders/1z07cXHy3CMFykuEK\\_xON9YrWbCB0ybWW?usp=sharing](https://drive.google.com/drive/folders/1z07cXHy3CMFykuEK_xON9YrWbCB0ybWW?usp=sharing)

#### **Year Five:**

<https://drive.google.com/drive/folders/13zZRAQP-i9D2hQPbpbppKeKLeeVHXabALD?usp=sharing>

#### **Year Six:**

[https://drive.google.com/drive/folders/1tZ20EeXpr0JSbvHJrVRjh7z\\_-U7XL15m?usp=sharing](https://drive.google.com/drive/folders/1tZ20EeXpr0JSbvHJrVRjh7z_-U7XL15m?usp=sharing)

**It is hoped that the 'Frequently Asked Questions' below will answer any queries that parents may have:**

### **How will staff keep in contact with pupils?**

Assuming that a pupil is healthy and well enough to work, pupils will be expected to participate as fully as possible in remote learning. In the event of an extended school closure, the team will continue to keep in contact with families via Microsoft Teams or Zoom. We know how important it is for children to have visual contact with their teachers and classmates.

Teachers would also keep in contact with parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teacher's own number is kept anonymous).

The team will review all children's home learning and communicate with families regarding the progress that children are making remotely with their learning. The extent of this contact will depend upon the capacity and health of staff.

### **Are parents expected to communicate with the school team?**

Following provision of remote learning we would hope that parents and children are able to communicate with the school team regularly, using the year group Gmail accounts, however we completely understand that this may not be feasible for all families. Children and parents are encouraged to return children's remote learning to the teams using these email accounts. These accounts will be checked regularly. Where children do not engage in home learning the team will endeavour to engage these children again.

All communication should take place during usual school hours, with no expectation for the school team to read or respond to emails after 3.30pm, although responses should be made to electronic messages within one working day. Communication must always occur using the year group Gmail accounts.

We don't want parents to feel pressured to post children's work every day if this is difficult for you; a selection of learning across the week is fine.

We do expect all children at home to post learning regularly and keep in touch; once a week is fine as we appreciate that everyone's circumstances are different. It is fine to save a selection of your child's learning as you go and post a variety in a more detailed post. We want to acknowledge the hard work that you and your children are doing and see the progress that your children are making.

We have had few parents express that they are feeling overwhelmed because there is lot for the children to do. We have shared in the Zoom calls that children should select what they will do each day – if they want to do it all they can, but they do not have to do everything. **Please bear in mind that the Government is recommending that Infant aged children have access to 3 hours of remote home learning each day and Junior aged children, 4 hours so this is what we have provided.**

So with regards to remote home learning, essentially we encourage parents to:

- prioritise the most important tasks - Zoom calls, watch the videos, complete the English and mathematics activities and read with your child
- pick and choose
- give your children some choice - decide together what comes first
- do what you can
- try to make it fun
- take the pressure off everyone
- celebrate successes, and remember that
- learning can be hard and challenging.

### **How long each day can I expect my child to focus on remote learning?**

This will very much depend on the age, confidence and the ability of your child to focus and work independently, in addition to the amount of time that parents can dedicate to supporting their children. We would expect older children to manage around 4 hours of learning, with breaks interspersed.

### **How can I get additional support for my child with particular needs?**

Class teachers know their pupils well. We recognise that some children 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 that this may place on families and will work with parents and carers to create individualised provision for children.

### **How will my child access any online remote learning?**

We recognise that access to the internet whilst at home may be problematic. We also appreciate that some families may not have home printers which would make the requirement to print learning material prohibitive. Therefore we will persist with the use of 'YouTube' and 'Google-drives' which proved to be more easily accessible for all families. Materials sent home will not need to be printed.

### **What do I do if my child does not have digital or online access at home?**

We recognise that some families might not have suitable online access at home. If this is the case please let the school team know. We may be able to lend devices to parents. All of the materials that are being used for remote learning are accessible from a mobile phone. Additionally paper copies of the materials can be provided. Parents may submit photos of their child's work using their phone to the year group email addresses. **Please contact us if you need help with this.**

### **Expectations of teachers:**

Teachers should ensure that they have effective internet and phone connectivity at home. If this is not available teachers must make the senior leadership team aware. Year groups will provide a consistent approach to home learning as agreed with the senior leadership team. If a teacher is unwell during a period of remote learning it becomes the responsibility of the year leader to ensure work is set.

As all staff are currently in school teaching critical key workers' children we will respond to posts but it may not be immediate. Please be reassured that we want to support you and your children during this time at home in order that the children can 'seamlessly return to school when we re-open to everyone.

### **Will the staff be able to provide 'live teaching'?**

During lockdown, parents asked whether we would be able to provide '**live teaching**' by teachers. We strongly believe that this approach is not suited to working with class groups of Primary aged children. It is unlikely that we will be in a position to provide 'live teaching'; however we will provide daily Zoom calls as introductions to learning for years 3-6. During lockdown we needed all members of the team to be working full time to provide key worker care provision and home learning.

If another lockdown occurs and we were not expected to provide 'Key worker care provision' we would explore alternative models of remote teaching as staff would not be supervising groups of pupils in school.

**Safeguarding:**

In the event of a school closure the primary responsibility for the pastoral care of a child rests with their parents/guardians however the Designated Safeguarding Leads (senior leadership team) will record or refer any concerns regarding families and will maintain weekly contact with more vulnerable families. CPOMS will be used to record and communicate concerns.

The school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers during school closures. All remote working methods must adhere to GDPR guidelines; see the school's Acceptable use of IT policies for further details. All year groups are still teaching PSICHE and internet safety is a regular focus for children in school and at home.

Please note that this policy is under constant review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity.

**SG/KE 01/21 (reviewed 09/24)**

**Updated December 2024**