

# Barwell Infant School



## Remote Learning Offer

**Headteacher:** Terena Moreton

**Chair of Governors:** Rachel Everitt

**Updated:** January 2021

**Review Date:** Ongoing (as required by developments in the pandemic and guidance released by the DfE)

- ✚ This policy reflects new Government Guidance allowing for the self-isolation period of 10 days.
- ✚ We do recognise that because we are an Infant School our younger children may not be able to access remote education without adult support. Because of this, we will not require children to access work at specific times of the day (apart from live phonics lessons) but rather ask that work is completed at some point during the day at the convenience of the parent and the child.

## **Aims**

This remote learning policy for staff and parents aims to:

- ✚ Ensure consistency in the approach to remote learning for pupils who are not in school as a result of COVID-19.
- ✚ Set out expectations for all members of the school community with regards to remote learning.

## **Accessing a home learning pack**

- ✚ Our home learning platforms are Class Dojo and Zoom.
- ✚ If parents do require a paper copy of the work set, they are welcome to collect one from the school office. If this is not possible, they may inform the office and a pack will be posted out on the same day by Royal Mail first class.
- ✚ Support with an electronic device may be possible. Please contact the school office for further information.

## **Details of the home learning pack**

- ✚ The work set will provide a minimum of 3 hours work per day.
- ✚ There will be a short welcome each morning as well as a story time assembly each day. These will be pre-recorded by the class teacher/Headteacher and uploaded onto Class Dojo.
- ✚ The work set will be carefully planned so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught in each subject.
- ✚ The activities set will closely reflect learning and activities that are taking place in the classroom as much as possible; and appropriate texts/stimuli will be made available for parents and carers to access via Class Dojo.
- ✚ Content will be delivered through high quality online resources and teacher led videos. For example, White Rose will be used for Maths, Oak National Academy for English and topic lessons and Oxford Owl for reading.
- ✚ Staff will lead interactive live phonics sessions three times per week.
- ✚ As well as curriculum learning, parents and carers will also be provided with access to a range of resources to support E-Safety, physical education and mental health.

- ✚ It is expected that children will still read at home (as a minimum three times per week). Parents will be given details and step by step instructions how to access Oxford Owl (free online reading books) to enable this to be achieved.

### **EYFS Home Learning Pack (when individual children are self isolating)**

This will include:

- ✚ 10 English lessons (including Reading and Phonics)
- ✚ 10 Maths lessons
- ✚ 10 Topic lessons (to include a range of Knowledge and Understanding the World, PSHE, RE, Physical development, Expressive Arts and Design)
- ✚ Additional learning opportunities, as appropriate

### **Year 1 and 2 Home Learning Pack (when individual children are self isolating)**

This will include:

- ✚ 10 English lessons (including Reading, Phonics and Spelling)
  - ✚ 10 Maths lessons linked the White Rose Scheme of Learning followed by KS1
  - ✚ 10 Topic lessons (to include a broad range of subjects taught in KS1)
  - ✚ Additional learning opportunities, as appropriate
- ✚ If the child's COVID-19 illness necessitates an extended absence (beyond 10 days), then the class teacher will liaise closely with the family and additional work will be issued as appropriate.

### **School/Class Closure**

- ✚ If school is closed to all but key workers and vulnerable children or when a whole class is at home, then work will be set each day to include (minimum 3 hours):
  - ✚ Welcome by year group teacher/headteacher
  - ✚ 1 English lesson
  - ✚ 1 maths lesson
  - ✚ 1 phonics/spelling lesson
  - ✚ 1 topic lesson
  - ✚ Mixture of Computing, RSE/PSHE, physical activity
  - ✚ Story time by year group teacher

### **Interactive teaching sessions**

Teachers will lead interactive live teaching sessions for phonics three times per week (Monday's, Wednesday's and Friday's). It is expected that all children will attend all sessions so that feedback and next steps can be given.

### **Expectations for the completion of work**

- ✚ The health and wellbeing of our children remains our first priority. If the absent child is suffering from symptoms of COVID-19 and is feeling unwell, they should follow the advice of their GP and rest.

- ✚ All children who are well enough to access home learning are expected to do so.
- ✚ It is essential that parents and carers support their child in maintaining good daily routines and accessing the work set.
- ✚ It is expected that all children will attend interactive live teaching sessions on a Monday, Wednesday and Friday each week.

### **Keeping in touch with children and families**

- ✚ When the whole class 'bubble' is absent from school, daily communication will take place via Class Dojo. It is expected that each morning the teacher will upload the day's learning following the guidelines above. The children will then, be able to complete the activities set. Work should also be submitted via Class Dojo. Teachers will keep a log of work that has been sent in and respond to at least one piece of work each day from each child. The feedback will include general as well as specific comments and steps to move the learning on ensuring that at least good progress is made. Interactive live phonics sessions will take place three times per week, feedback and next steps will be given.
- ✚ At the end of each day, the class teacher will give the log to the headteacher who will follow up on any children who have not responded or submitted work for the day.
- ✚ When individual children are isolating work will be put on Class Dojo (paper copies provided on request). Phone calls will also be made to ensure the child's welfare as well as provide feedback and next steps on work submitted.
- ✚ Where there are any safeguarding concerns, a DSL (designated safeguarding lead) will make additional telephone contact with the family every other day to ensure that the child is safe, and to offer additional support where appropriate. A brief record of these conversations will be logged on CPOMS by the DSL making the telephone call.
- ✚ If a child's family is currently being supported by a social worker, the social worker will be informed of the child's absence and they will also increase the regularity of their contact with the family.
- ✚ If the child has an EHCP, the SENCO will also make weekly telephone contact with the family to ensure that the child is able to access learning and support, so that they can continue to make progress in their targeted areas for development.
- ✚ Throughout the absence, parents and carers will, of course, be able to contact the school office for guidance and support as needed. These enquires will be forwarded to the Headteacher, DSL, SENCO or class teacher, as appropriate. Each year group will have an email address set up so that parents can contact the teachers directly if they do not have access to Class Dojo. Class Dojo and email can also be used to share work that has been produced, which will enable the teachers to give feedback and next steps to enable good progress to be made.