

# Remote Learning Policy

This Policy relates to children needing to be educated at home due to the Covid-19 Pandemic



## Introduction

We continue to live in uncertain times and the rationale for this document is that the school has a commitment to provide a rich and varied, personalised and therapeutic provision online.

The contents of this document would be used if children are forced to self isolate, if there is a significant number of staff and children who are directed to work from home and/or we have a forced school closure for an extended period of time. This can also be used when children, in agreement with the school, have a long period of absence but are able to access remote learning and complete tasks set from home. The allocation of learning tasks will be for any child who is deemed healthy and capable to continue learning from home. Work will be set by school based staff and/or any adult deemed healthy and capable to continue working from home.

All access to learning will be reliant upon a sufficient broadband speed/wi-fi connection and access to appropriate technology for both staff and children.

As a school we will continually monitor families access to technology and the internet.

We acknowledge that as a school, Beormund Primary is expected to have the capacity to offer immediate remote education when children need to self-isolate and a strong

contingency plan in place should the school have a partial or full closure. We will continually make reasonable endeavours to ensure there is a aspirational and personalised remote learning provision for all. This will be regularly reviewed in line with Government guidance: <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Our Policy, practice and subsequent quality of our remote provision will be in line with the expectations set out in the [guidance for full opening: schools](#)

### **G Suite:**

During the Covid pandemic Beormund School purchased Google Classrooms. As a school team we will continue on our learning journey to be able to understand, navigate through and utilise the functions available. In time this can be used to support children, with internet access, at home.

### **Structures, Routines, Staying connected:**

Children who do not attend school are often negatively affected by the absence of structure and routines. A prevalent behaviour concern amongst families during the initial Spring/Summer 2020 Lockdown was the effect that it had on a child's sleep pattern. Without the need to get up each morning to school, children significantly battled with their parents and carers with regards to bedtime. It was reported to us that a number of children (XX%) would spend a substantial number of hours throughout the night gaming and would subsequently sleep during the day.

For this reason, an early morning PSHE based Zoom session will be provided, enabling staff an opportunity to emotionally check in with the child each day, maintain relationships and follow a PSHE based lesson plan. This session may be related to the news and current affairs, mental health and emotional wellbeing or driven by a text/story with a theme.

Another Zoom opportunity will be scheduled during Reading for Pleasure (2pm) where children will have the opportunity to read a book or utilise their Bug Club account with the adult. This can be setup as a 1:1 opportunity or alongside other children. The decision around groupings will be dependent upon capacity of staff, relationships, reading levels and group dynamics.

### **English Resources currently used in school:**

**Bug Club:** Is a web based reading programme boasting a catalogue of "over 360 expertly levelled fiction and non-fiction guided readers, phonic fiction readers, comics and graphic novels available in print and digital format."

"The digital books can be assigned to students by their teacher and feature automatically marked quizzes linked to comprehension skills which assess students' understanding of the content."

**Phonic Play:** Is a website that offers interactive games and downloadable resources. It uses fun and engaging teaching ideas, to support children in recognising the relationship between letters and sounds, to then develop the skills to read and write.  
<https://www.phonicsplay.co.uk>

**The Literacy Shed:** Is a website of visual literacy. With a range of animations and high quality films, The Literacy Shed aims to provide children with the opportunity to write creatively.  
<https://www.literacyshed.com/home.html>

**Hamilton Trust:** Integrates the teaching of comprehension, grammar and writing. Hamilton Trust uses a range of engaging texts, which inspire and stimulate children to write. <https://www.hamilton-trust.org.uk>

It is the expectation that a teacher utilises the resources available to them to plan, prepare and provide 3 English sessions per week for the child. Learning can also be complemented by personalised teaching books or carefully planned activities that can be emailed home.

### **Maths Resources currently used in the school:**

**RM Maths:** is a personalised Maths programme where the children complete timed, 10 minute sessions each day. Access is web based and the content covers the National Curriculum objectives and is a programme which children can use independently whether at school or at home. "It has a colourful, user-friendly interface and a cast of fun characters with unique personalities that children can identify with." Instructions are read aloud in the programme which enables staff to chart a child's mathematical skills and knowledge as opposed to their ability to read and comprehend maths questions.

RM Maths has an automated system that charts children's responses. "The built in diagnostics run continuously in the background and determine which exercises and materials are selected, making personalisation a much easier task"

A child should complete a minimum of 5 RM Maths sessions at home each week. Log in details will be resent out to parents/carers by the school office as a reminder on the first day of absence.

**Maths Pack:** All children completing Home Learning will be provided with a personalised, practical Maths Pack. This will include resources such as cubes, number lines, clock faces, reference cards and Maths dictionaries.

Teachers will be expected to provide 3 Maths lessons each week. Additional learning tasks set should be differentiated according to the children's ability and will have a particular emphasis on the four number operations.

### **Preplanned Resources widely available to all teaching staff:**

BBC [Bitesize Daily](#) provides new lessons every weekday for pupils in Y1 to Y10 - videos and interactive activities covering core subjects and other topics and created in collaboration with teachers and educational

[Oak National Academy](#) resources (free), providing 3 hours of lessons a day for primary pupils across a variety of subjects. Schools can download the [Oak schools pack](#), which provides guidance and videos to share should schools want to use Oak as part of their remote education plans. [Teaching during coronavirus \(COVID-19\)](#)

### **Remote Therapy Provision at Beormund:**

Therapies are an integral part of the fabric of our school and the personalised provision we offer to our children. If a child is self-isolating or the school has been forced to close then we will make reasonable endeavours to continue our Therapy provision online. Decisions will be made, in consultation with members of our Therapy team, in relation to the needs of each child and their family.

If access permits, children will attend online sessions and interact via Google Classroom, Zoom or over the telephone.

### **Mindfulness and Self-Regulation tools:**

As with our own school timetable, it is an expectation that children take time out of the day and concentrate on their emotional wellbeing. This could be through aspects such as visualisation tasks, mindfulness colouring, Yoga etc. Relevant paper resources (such as mindfulness cards) would be included in a child's Personalised Learning Pack and/or links will be sent home.

Cosmic Yoga clips: <https://www.cosmickids.com/>

Tik Tak: <https://www.bbc.co.uk/programmes/m000m2c3> This is a cognitive development series which has been primarily devised for toddlers using non-verbal, non-narrative imagery which can be used for our younger children.

### **Physical Activity:**

As a school we recognise the importance of physical exercise and the positive impact physical activity has on your mental health. Our Sport coaches come through the London PE and Sports Network <https://www.lpessn.org.uk> who have provided a number of activities and challenges on their YouTube platform.

There is also a BBC resource provided to encourage active learning with cross curricular links and sessions designed for both KS1 and KS2  
<https://www.bbc.co.uk/teach/superheroes>

Our own PE staff have also provided a sequential fitness programme that can be shared daily via email to parents and carers or via the class blog.

### **Staying connected. The use of Social media:**

**Class Blog:** Every team has a class blog page which can be accessed through the school website, via the colourful buttons on the HomePage. Class Teams will be responsible for uploading a plethora of activities, ideas, video clips, music, stories, creative tasks and messages. Children have the ability to respond and comment and interact on each post.

**School YouTube Account:** All staff members can use this platform to record themselves. Previous uploads have included fitness videos, staff reading a story, virtual tours and staff playing music. These can be emailed out to the relevant parents and carers, posted on particular class blogs pages and/or shared to use using the school's Twitter account.

**Class/School Twitter Page:** All retweets and uploads are immediately linked to the school website and the feed will appear on the school website too.

**Zoom:** Children will participate in two daily sessions: a morning PSHE/emotional check in and Reading for Pleasure in the afternoon. Children will also be offered their weekly therapy session(s) virtually and will be given the link for any virtual assemblies taking place that week too.

### **Minimum amount of work set per day:**

The minimum requirement is for children to complete 3-4 hours of learning per day. Remote work is set by teachers weekly for each child.

A member of the class team will make virtual contact with the child daily.

## Families and their capacity for Home Learning

A parent/carers questionnaire was sent out to all families in the hope to aid our knowledge access to the internet and/or devices. 15 responses were received:

Which devices do you have at home with access to the internet that can be used for learning?  
Please tick all that apply.

<i>Answers</i>	<i>Responses</i>
Computer (Laptop/Desktop)	8
IPad/Tablet	7
None	2

If you have more than one child at school, would they each have their own device with access to the internet to use?

<i>Answers</i>	<i>Responses</i>
Yes	6
No	7

How do you access the internet?

<i>Answers</i>	<i>Responses</i>
Unlimited Broadband	12
Limited Broadband	3
Unlimited Data	2
Limited Data	0
No access	0

### Helpful Resources. Additional Links:

DfE Guidance [Teaching during coronavirus \(COVID-19\)](#)

DfE [school-led webinars on remote education](#) to help share good practice and to help improve the quality of remote provision.

Public Health England has produced a [letter for schools and colleges to share with parents](#) which explains when a child requires a coronavirus (COVID-19) test and what the symptoms of coronavirus (COVID-19) are.

*Please NOTE: there is no obligation by the school (Beormund) to provide a continuity of education to any family who may absent their child from school e.g. Parents or carers choosing to HomeSchool their child, a school refuser or families choosing to take holidays during term time. This also includes parents and carers who choose to shield their child 'as a precaution' which is against official guidance and Public Health advice.*