

Orchard Community Primary School



Remote Learning Policy

Information for Parents/Carers

September 2020

Introduction

During a period of closure, staff at Orchard Primary School are committed to providing education and support to our children using remote learning.

All learning will be conducted using Tapestry, Class Dojo or Google Classroom platforms. This will allow staff to keep in daily contact in a professional and confidential manner with their class.

Teaching and learning will be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability.

Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards exams or accreditations;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

What is Remote Learning?

Remote learning is where pupils cannot physically present at school. As children cannot access school to learn, their learning will take place online.

Teachers will assign lessons and accompanying resources that link directly to the long-term curriculum plan for their year group so that children can continue to access relevant objectives and 'keep up'.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

It is important that children complete the work set.

Work will be set by teachers using a learning platform: Tapestry for EYFS, Class Dojo 'Portfolios' for KS1 and Lower KS2 and Google Classroom for Upper KS2.

What is Class Dojo Portfolios and how does it work?

Class Dojo Portfolios is a digital student portfolio that allows pupils to share classwork with their teachers and family. Pupils can create and upload photos, videos, drawings, and journal entries through Class Dojo, and can also upload Microsoft Office files, PDFs, and image files from any laptop. Pupils can add to their portfolio using Chromebooks, laptops, and iOS/Android devices.

How to use Class Dojo Portfolio

Children will need to do is log on using their individual login method. In most cases, this is via their personal QR code that directs them to their own portfolio. They will already have been given a paper copy of this code - you will have also received an email with it. From here they can access work set and also respond by uploading documents and photos.

What is Google Classroom and how does it work?

Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their pupils need.

Teachers set activities within the 'classwork tab', but can share information, announcements, web-links and questions within the 'stream' tab. Pupils can see assignments on the To-do page, in the class stream, or on the class calendar. Teachers can create assignments, send announcements, and instantly start class discussions. Pupils can share resources with each other and interact in the class stream. Teachers can also quickly see who has or hasn't completed the work, and give direct, real-time feedback.

How will work be set?

Should remote learning need to be set for a class 'bubble', the work for the week in English, Maths and other subjects will be posted on Tapestry, Class Dojo or Google Classrooms by 9.30am for each morning of closure.

Each day, children will log on and find their activities for the day. Information will contain:

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- Links to daily English lessons – a mixture of Oak National Academy and the school's own curriculum plans
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum, however teachers may provide further resources such as those from Oak National Academy
- Worksheets to accompany lessons will be available to download. (They will be in the form of a PDF –these can be converted to a Word document if necessary). You will not be required to print out any worksheets if you are unable to do so. Worksheets will simply be used as a guide for presenting tasks. Recording work on paper will be sufficient. (A 'Remote Education' exercise book will be provided for pupils to take home).

Teachers may use written explanations or video clips to help children understand what it is they have to do. They may also post links to video lessons such as White Rose Maths for you to follow. Although teachers may not be undertaking live lessons, there will be opportunities for them to interact live through for example story times or online assemblies and they will post links accordingly.

Most activities will be completed online and teachers will be able to see it via the Learning Platform. Sometimes a task might ask pupils to carry out an experiment or practical task e.g. growing seeds, organising tins and packets according to weight, or drawing or making a model. These tasks will need to be photographed and uploaded onto Class Dojo Portfolios or Google Classroom for the teacher to see.

What is expected of pupils in EYFS?

In EYFS the majority of learning takes place through play. In the event of a full or partial closure we will provide a weekly ideas pack of purposeful play and creative activities related to our topic that parents can choose from. We will also record video of the daily phonics lesson with suggestions for follow up activities and provide guidance for practical maths, reading and writing activities that follow the same sequence of learning that we would be doing at school.

Children's work should be shared with teachers through the Tapestry platform. Parents can upload videos, photos and written observations and teachers will provide feedback through the Tapestry comments facility. Parents should continue to use Class Dojo for messages and questions to teachers.

What is expected of pupils in KS1 and KS2?

The expectation of lessons will be:

- Daily Maths lesson
- Daily English lesson
- Daily phonics lesson (Foundation Stage and Key Stage 1)
- Each day there will be a lesson for one of the foundation subjects linked to the Creative Curriculum topic (science, history, geography, music, computing, art).

Content for Maths - The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so that the home learning videos and resources can be used.

Content for Phonics - Teachers will upload links to activities, videos and resources based on whichever spelling patterns and sounds are being studied.

Content for English - In the event of a full or partial closure, teachers will provide guidance about the English focus for each day. This will include details about Shared Reading activities, GPS (Grammar, Punctuation and Spelling) and 'Talk for Writing'. Spellings will continue each week with teachers providing the spelling resources for the spelling pattern.

Oak National Academy Resources - Oak National Academy is an online classroom made by teachers, for teachers. It has over 10,000 lessons and resources covering a wide range of subjects, from Early Years Foundation Stage to Year 11. In the Oak Academy virtual classroom, each lesson is an hour-long. Lessons are delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities.

Suggested Daily Timetable for 'Home Learning'

Children thrive from having structure and routine built into their learning. Please find below a suggested timetable for the day. However, don't worry if this can't be followed exactly – it's just an example.

Time	Suggested Activity	Ideas
9.00 – 9.30	Exercise	Go for a walk or ride a bike. Youtube exercise video – Yoga (Cosmic Yoga) , Mini kids Morning Workout -
9.30-10.30	Academic Work	Log on to Class Dojo and/or Google Classroom to find the set activities for the day
10.30-11.00	Break - Outdoor/Fresh Air	
11.00-12.00	Academic Work	Complete the tasks on Class Dojo or Google Classroom
12.00-12.30	Lunch	
12.30-1.00	Chores	Create a list of 12 household jobs. Roll two dice and whatever number it makes tackle that household job first.
1.00-2.30	Creative Time	Drawing, painting, learn to cook, sew, knit
2.30-3.00	Quiet Time or Mindfulness	Reading, puzzles, colouring in, Lego
3.00-3.30	Outdoor Learning	Play in the garden, go for a minibeast hunt, tally chart items that you find (flowers, birds, cars, vans etc.) Make mud pies, plant some seeds, flowers or vegetables.

Submitting Work

Ideally work should be submitted daily when it is completed as teachers will be able to respond to this in a more timely manner and offer support should it be necessary. However, we understand that with home learning pressures, this may not always be possible. At the latest, work must be submitted by 3pm Friday afternoon.

Please make sure that your child only sends completed work.

If the teacher feels that the work needs further development, then they will feed this back to pupils or in the case of Dojo 'decline' the work until it meets the expected standard.

Contact with teachers

- Teachers will respond promptly, within reason, to requests for support from families at home. However, in the case of self-isolation for individual pupils, teachers will be working from 8.35/8.45am - 3.05/3.15pm Monday to Friday and therefore will not be able to respond immediately to messages or submitted work.
- In the event of whole class isolation, teachers will be available via Dojo messages during the morning 11-12 and during the afternoon 2-3. At other times, they will be preparing work and responding to the activities set.
- Teachers will use the Class Story feature to communicate with the whole class. A message will be posted on Class Story each morning with a summary of what the lessons will be that day.
- In the event of a full or partial closure, teachers will hold two whole class live sessions on Google Meet. One will be at the start of the week and one at the end of the week. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for that week and for children to share and celebrate work that they have done. Timings for the sessions for each class will be staggered to support families with access to only one device. Links will be provided for parents and children to follow.
- If unwell themselves, teachers will be covered by another staff member for the setting of activities. Communication during this time will not be undertaken until the teacher is well enough to work.

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall behind with their learning; however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher.

Teachers will be able to monitor children's engagement in activities and their understanding. They will be able to determine whether a child is engaging sufficiently. E.g. Are they logging on every day? Are they viewing the files teachers upload?) Is the work submitted completed to the best of that child's ability and uploaded on time? If we have concerns about levels of engagement, then we will make contact with you so that we can work together to find a means of providing remote education that enables quality learning to take place.

Passwords

Passwords will be recorded in each pupils IT passport, which will be sent home in the event of isolation.

Technical Issues

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.