Hotham Primary School
Remote Learning Policy
Spring 2022

Ownership and Consultation	
Document author (name and role)	Jenny Thomas, Deputy Headteacher
Consultation (role)	Headteacher; SLT
Approval	School internal policy

Version Control	
Approval date	N/A
Implementation date	January 2022
Review date	January 2023

Related documentation/resources	Google Classroom; School Website; Home Learning Policy; DFE Guidance

Purpose

The purpose of this remote learning policy is to set out clearly how Hotham will be using remote learning to ensure children are still receiving a high quality education during periods of school closure (e.g. during the COVID-19 pandemic). This policy outlines how Hotham Primary School aims to continue to deliver the school curriculum and the expectation of its stakeholders to make this successful.

The remote learning coordinate is: Jenny Thomas, Deputy Head

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Section 1: Principles of our remote learning

Our remote learning provision aims to maintain the school's curriculum provision by adapting lessons so it can continue to offer a broad and balanced curriculum. Our policy recognises that this is a very difficult time for families and has an expectation that children will complete all work set for English, maths, science and REAL in line with the hours of teaching set by the Government. We will also provide further enrichment opportunities across the wider curriculum. There is also the expectation that all children will attend the live lessons where possible and the school will support families to make this happen. The school will closely monitor engagement in remote learning and follow up any concerns as appropriate.

The school is very aware of the potential impact on the well-being of the whole school community and through the leadership team will continue to monitor our provision. Within our virtual classrooms we have well-being and physical activities.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors related to the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress to, or otherwise different from the educational provision made generally for children of their age.

We will set meaningful and ambitious work each day in an appropriate range of subjects, equivalent in length to the core-teaching pupils would receive in school. This will be delivered through live and pre-recorded teaching – made by ourselves or utilising the national materials from Oak Academy, BBC live lessons and White Rose Maths.

Section 2: Remote learning provision under the different phases.

All remote learning will be delivered through Google Classroom. All children have their own individual logins and access to the appropriate classrooms as and when they are need.

Remote learning provision:	
Phase 1 – Self-isolation	**Some children will need to stay at home for various reasons, including self-isolation. The interim arrangement for these children will be the following:** ● Children will be invited to a special 3-day classroom (families awaiting test) or/and then a 10 day classroom (families self-isolating) ●Work will be set through small units across a range of subjects. All subjects will have a direct taught element through White Rose Maths, Oak Academy and BBC Live Lessons. There will also be supplementary materials to deepen the learning. ●Where possible, parents will take responsibility for going through the majority of work with the children and children will be asked to submit best work across the subjects for feedback at the end of their isolation.
Phase 2 – 'Bubble' Closure	**At times, the school may need to close a 'bubble' or a year group. In this instance the following plans will take effect:** ●Children will be invited to a special bubble closure classroom. ●Day one: Children will independently complete an age appropriate "project in a day" whilst the teachers adapt their planning to be delivered remotely. ●For the remainder of the closure the teachers will endeavour to deliver the school curriculum remotely though live direct teaching time and independent tasks. ●Children are expected to submit their learning in at least maths and English every day and will be given guidelines for other work to submit. ●Attendance to live lessons and engagement in learning will be monitored closely and followed up by year group staff and school leadership where appropriate. The school will do its best to support all pupils to access to learning.
Phase 3 – Full school closure	**In the event of school closure, the school will provide meaningful and ambitious work every day wherever possible covering the school's curriculum for that point in the term. This will include both recorded and some live direct teaching time and will allow time for pupils to complete tasks and assignments independently.** ● The amount of remote education provided will be as a minimum: · *EYFS/ Key Stage 1*: 3 hours a day on average · *Key Stage 2*: 4 hours a day (plus additional projects to provide a broad curriculum) ●A daily timetable is suggested to help at home, but we understand that all family situations are different. Live lessons are set on a daily schedule and parents are strongly encouraged to assist their child's participation at those times. English and Maths are uploaded for children to access at any time and children should be submitting work to their teachers. ●Attendance to live lessons and engagement in learning will be monitored closely and followed up by year groups staff and school leadership where appropriate. The school will do its best to support all pupils to access to learning. The school may offer school places (in line with government guidance) to ensure children can keep learning. ●Children are expected to submit their learning in at least maths and English every day and will be given guidelines for other work to submit.

Section 3: Remote Learning Curriculum Offer

Curriculum offer _ Reception to Year 6					
Subject	**Yr grps**	**Frequency**	**Format**	**Activities** These will not appear all at once and will continually be added.	**Feedback*** Only work set as assignments need to be turned in
Wake up	All	Daily	Live	Good mornings and wake up activities including **'The Word of the Week'**	N/A
English	All	Daily	Live and uploaded	Range of activities around a text. Sharing work in the next lesson. Reading everyday- record yellow records completed at home	Turn in writing on Friday for feedback- 2 positives & 1 to work on
Maths	All	Daily	Live and uploaded	Activities taken from a variety of sources that follow what would have been taught in school. Also featuring games/programmes/subscriptions	Parents mark using answers – photo turned in. Feedback from the team through the week
Spelling	Yr1-6	Taught/tested	Pre-recorded	Weekly spelling – taught and modelled with supporting activities	Children submit photos of tests – no feedback
Phonics	R-Yr2	Daily	Live and uploaded +GC videos	Short written outcomes in the lesson. Follow up activities/lessons and videos	No
Story	All	Daily	Live	N/A	N/A
REAL	All	Live Launch + 4 mini lessons a week	Pre-recorded	Activity for each taught lesson with some further small activities to complete independently.	Turn in work assigned to taught lessons for feedback only
Science	All	Weekly	Oak Academy for this term's unit	Links to **Oak Academy** taught lessons posted with appropriate follow up activities (they may give one) extra posted videos will support learning.	Feedback at the end of the topic, but will use work turned in to plan from
Creative Project (Desired)	All	Open across the term	PDF of ideas as usual	Once projects are launched children can work through different creative projects - as many as they would like. This can be a family project.	Children bring one project back in school when we return
Whole school projects	All	1 Week or two week open projects	PDFs/links	An opportunity for children to learn in the subjects they love, e.g: ● Art ● Well being ● Cookery ● French ● PE ● Music Activities and supporting materials such as presentations, video and fact files uploaded into classrooms	Submit favourite piece of art from the project for feedback Activities differentiated where appropriate (mild, spicy, hot)
Nursery		Daily	Live lessons	Children receive a wake up/singing session, maths, phonics/language and story session. Children have an opportunity to follow up what is learnt in the lesson with a simple home task and further learning activities are in the classroom across a range of areas	Children have the opportunity to submit any home learning they are proud of

Section 2: Roles and responsibilities of the whole school community

When remote learning is in place…	
School leadership will:	- Oversee the remote learning provision and review regularly in leadership meetings listening to the voice of the whole community and share with the governing body - Ensure consistency in the delivery of remote learning across the school through Google Classroom - Send clear communication out to parents; letters, guides, webinars, weekly features in the school newsletter - Be sensitive to family situations, supporting where possible, to ensure all children access the minimum learning expectations set by the government including the distribution of devices and loan agreements, and paper resources but only if this cannot be resolved digitally. - Be aware of the well being of the school community. - Review delivering the curriculum and the reserve the right to make changes to provision if necessary - Ensure strong safeguarding measures are in place and followed through in line with school policy. - The DSL will lead the well-being team to constantly review engagement and make decisions around vulnerability; for example if children are best placed in school. They will also work with outside agencies. The DSL will work closely with social workers, especially if isolation occurs to consider any necessary provision. - The SENCO will touch base with send pupils either directly or through class teachers, and will be available for SEND families who get in touch. They will work alongside teachers to make reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. They will also liaise with the local authority and health bodies who have responsibility for EHC plans to arrange services either remotely or in school considered on a case-by-case basis. - Leaders will ensure that they follow the statutory guidance keeping children safe in education, which provides schools and colleges with information on what they should be doing to protect their pupils online.
Class teachers and teaching and learning assistants will:	- Where possible teachers will teach their own classes as they are best placed to do so; however we know there will be times where we need to bring whole year groups together. - Ensure lessons are planned to the same high standard they would deliver in the classroom with resources to support learning and differentiated tasks where appropriate. - Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally so that pupils can progress through the school's curriculum - Upload English and maths lessons to Google classroom for children who aren't able to access live lessons - Maintain regular contact (weekly phone call) with pupils to support learning and well-being - Feedback on work using variety of ways; quiz assignment for instant feedback, provide answers for parents to self-mark, recognition of effort and suggested next steps, return work as recognition that is has been looked at by the teacher to inform planning of subsequent lessons - Communicate with parents in a timely manner if pupils' engagement at home does not reflect their academic ability or any issues in live lessons - Respond to parent emails, however this cannot be immediately as teachers are still teaching - Ensure pupils have access to quality reading materials pitched at appropriate levels
Children will:	Be punctual for live lessons (log in 1 minute before)

	● Ensure they are ready to learn; have their equipment ready, have been to the toilet, wearing their school jumper and sitting at a table if possible ● Wear headphones to focus ● Ask an adult if they are finding the learning difficult and home or via online channels ● Use the stream to comment, ask questions or interact with peers around learning (children questions only) They will ask any questions on weekly calls if needed ● Use standard English, and maintain high levels of pride in their work and its presentation ● Turn in all their work as instructed and try to be independent in doing this in KS2 ● Children log into Zoom with their first names so they can be admitted into the classroom ● Uphold our school values of *Respect, Responsibility and Resolve* in their behaviour.
Parents will:	● Download the Google Classroom App to their phone. ● Read with their child everyday ● Receive calls from the school (remembering that this will probably be from a No Caller ID) ● Keep the school updated with changes in contacts numbers, circumstances, anything of relevance ● Ask for support if needed. Make teachers aware of any technical barriers to learning. Email info@hotham.wandsworth.sch.uk or during a well-being call is the best way to communicate with teachers. ● Regularly check for and read communication from the school thoroughly ● Check that their child has submitted work for each day ● Ensure children have the appropriate equipment or have contacted the school for any support with that ● Reinforce expectations at home for live lesson etiquette and safeguarding measures (see appendix) ● Contact the school's remote learning coordinator in the first instance if they feel the remote learning does not meet the government guidance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf

Appendix 1: Safeguarding Live Lessons

Now we are delivering learning at home throughout the coronavirus pandemic, we will be using the Internet and technology to help educate our children. It is crucial that we ensure children stay safe and are protected from online harm.

1	Only ever use school registered accounts, never personal ones
2	Children should never give out their username or passwords
3	Only ever use 'Zoom' or 'Google Meets/Hangouts' (this will be confirmed at the beginning a closure)
4	Learning will take part in groups only - No 1:1s
5	Minimum of two staff members in each lesson / hangout
6	Staff will always wear their Hotham Lanyard
7	Staff will arrive before the start time and be the last to leave
8	Staff will ensure they do not 'Allow' entry to anyone not known to the class
9	All participants must follow the Video Conferencing Etiquette
10	All participants should wear headphones
11	Any devices used should be in appropriate areas, for example, not in bedrooms; and should take account of their surroundings. Teachers will use backgrounds where possible
12	Staff and children must wear suitable clothing, as should anyone else in the household
13	Language must be professional and appropriate, including any family members in the background
14	Live classes should be kept to a reasonable length of time
15	Any safeguarding concerns should be raised with a DSL in the usual manner. For parents email DSL using info@hotham.wandsworth.sch.uk or if urgent ring the school
16	A log of all Zooms or 'Hangouts/Meets' including the time, date, duration and attendees will be kept
17	The live class should ALWAYS be recorded so that if any issues were to arise, the video can be reviewed

Appendix 2: Live lessons etiquette

Live Lesson Etiquette

BE ON TIME
Be on time and prepared with your device charged. Close all materials and tabs of other classes. Make sure all tech works 5-10 minutes before the meeting.

MUTE YOURSELF
Mute yourself right away to eliminate background noise.

PRESENTATION
Consider your surroundings and attire. Find a good spot in the house with few distractions and make sure you're wearing something appropriate for school.

HEADPHONES
Use headphones if you have them!
If your headphones or earbuds have a microphone, even better!

CHAT RESPONSIBLY
Use the chat function responsibly.
Only type when needed so the teacher can respond to questions promptly.

SIGNALS
Use hand signals:
thumbs up = yes / thumbs down = no
hand by ear = can't hear
raise hand = have a comment

Appendix 3: Suggested Learning Timetable

An example of a suggest learning timetable (they vary slightly across years)

Year 1 Suggested Timetable

The time in brackets also include time to complete the associated activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Wake up*	Zoom 9:20am	Zoom 9:20am	Zoom 9:20am	Zoom 9:20am	Zoom 9:20am
Maths (50 mins)	Zoom 9:40pm, self mark and submit PDF/photo	Zoom 9:40pm, self mark and submit PDF/photo	Zoom 9:40pm, self mark and submit PDF/photo	Zoom 9:40pm, self mark and submit PDF/photo	Zoom 9:40pm, self mark and submit PDF/photo
English (50 mins)	Zoom 10:20am and submit task	Zoom 10:20am and submit task	Zoom 10:20am and submit task	Zoom 10:20am and submit task	Zoom 10:20am and submit task
Phonics (20 mins)	Zoom 11:15am and complete activity after live lesson	Zoom 11:15am and complete activity after live lesson	Zoom 11:15am and complete activity after live lesson	Zoom 11:15am and complete activity after live lesson	Zoom 11:15am and complete activity after live lesson
Spelling 10 mins**	Use video to learn the spellings	5 mins to go through the words	Use one of the spelling activty sheets	Practise spelling Handwriting	Do the spelling test - self mark submit photo
Active opportunities: any time to break up lessons	GoNoodle: https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw or download free app You can also go onto You Tube kids and search for Jo Wicks, Cosmic Kids Yoga, BBC supermovers				
Afternoons daily (30-40 mins)	Science- watch pre recorded lesson complete task***	REAL - watch prerecorded video/ read and complete activity turn in task	REAL - watch prerecorded video/ read and complete activity turn in task	REAL - watch prerecorded video/ read and complete activity turn in task	REAL - watch prerecorded video/ read and complete activity turn in task
Reading	Reading - this can be done at anytime, many families are doing it at the same time as their usual routine.				
Optional project work: R & KS1 have fulfilled their 3 hours so all project work is optional KS2 should choose and **complete 1 hour of project** work everyday	This is just an idea - you can pick the subjects. If your passion is art, you might complete the whole art project. It would be good to branch out across subjects though. These projects change every two weeks apart from the well being project. You also have REAL creative projects you can choose instead.				
	Learn about an artist Daily PE challenge (10mins)	Complete a piece of art Daily PE challenge (10mins)	Chose a well being activty Daily PE challenge (10mins)	French - complete a french task Daily PE challenge (10mins)	Daily PE challenge (10mins) Complete a music challenge
Story time (15 mins)	Zoom 3pm	Zoom 3pm	Zoom 3pm	Zoom 3pm	Zoom 3pm

* This isn't part of the learning hours

**In a usual week they would get more spelling; as you would be doing spelling practice after school, weekends and they would do activities in school too, so don't worry if scores are not as high

*** Submit science work at the end of the unit