



# Four Marks CE Primary School

## Remote Learning Strategy

(during periods of absence or closure)

### Revised November 2020

Whilst we hope that we will not need to close our school, or any of our phase 'bubbles', we have already seen staff and children having time off to be tested to ensure that they do not have COVID-19. It seems likely that over the course of the year ahead, we will experience periods of time where we have to move back and forth between face to face teaching and remote learning. This is our strategy for what will happen in these instances. Our strategy outlines what will happen in different scenarios, should individuals, bubbles or the whole school need to isolate for a period of time due to COVID-19. It also takes account of the experiences of staff, pupils and parents during the closure of our Year 5/6 bubble at the start of the academic year, and seeks to learn lessons from this, whilst maintaining breadth, balance and appropriate challenge.

#### **Bubbles/ Groups/ Whole School:**

A child or member of staff in school tests positive for COVID-19, and we are advised by Public Health England to close a phase bubble or, if there are siblings affected, the whole school is closed for the self-isolation period. This will only happen on the advice of Public Health England. This will also apply if we are instructed to close as part of a local or national lockdown. It excludes any normal holiday and weekend periods.

#### **Accessing the Teaching Materials and handing in work:**

Teachers in Y1-6 will use Teams to set home learning for the children.

**PLEASE NOTE THAT FOR YEAR R CHILDREN, TAPESTRY WILL BE USED TO SET AND SHARE WORK RATHER THAN TEAMS. Please follow the guidance given for using Tapestry separately.**

One of the main challenges for children is uploading the work they have completed in an easy and efficient way:

- We will provide each child with a home learning book which they can use to complete ANY home learning in. Their TEAMS password can be found at the front of this book for ease of reference.
- Children can choose to record any home learning work in their book and then **take a photograph of their completed work, and upload this onto TEAMS.** The children have been shown how to do this. Please see the Help Guide attached, or on our school website, which gives a step by step guide.
- If you have access to a printer then of course you can print off any worksheets and complete them and upload them as a photo or document. If the children are confident to edit worksheets or other materials provided then that is great, **but there is no requirement to do so.**
- TEAMS has much better functionality if you are able to **download it onto your device** rather than using the web-based version.
- If there is a Powerpoint to use as part of the lesson, **please download this.** It will mean that you can hear the audio that will play alongside the slides, so your child will be able to hear their teacher explaining the task/ problem. To download it, you must click on the 3 dots that appear that give you different options (see the guide). Opening the Powerpoint does not download it- you need to take this extra step.
- Whilst we only have limited laptops to loan, we are hoping for another allocation in the near future. Please let us know if your child doesn't have a device to use for their home learning. Laptops, PCs and tablets are good. A phone is not going to work very well for your child for any extended period.
- We know that broadband and internet strength and connectivity can be an issue. If you have NO internet, then we may be able to loan you a Dongle. Please let us know if this is the case. We will not be able to help with technical issues that are due to your own

broadband and internet connections. In this case, the best advice we can give is just to sometimes try again later.

We also know that children may not always have access to a device for the length of the school day (for example if they are sharing devices with other family members). Therefore, we will not be live streaming lessons as this is not efficient or equitable for all children.

### **Expectations of work: Quantity and Pitch**

We would want all children to continue to experience a breadth of subjects during any period where they have to work at home so that they do not fall behind and any negative impact on working remotely on progress and learning is minimal. However, we also know that if families are sharing a device, children may only have limited access to a device, and it may not be possible for them to complete all the work that would be covered in a school day online. Consequently:

- Staff will deliver online learning, using a combination of recorded inputs, video demonstrations (either approved online resources or those prepared by staff), worksheets etc.
- Teachers will set work for children that is broadly equivalent to what they would be covering in class during this period and the level of challenge that they would be presented with in class. Children that can complete all the tasks and learning set should do so.
- Teachers will, as far as possible, set learning tasks that are pitched to enable them to complete work as independently as possible.
- We will indicate on a weekly overview which pieces of work should be prioritised for completion- these can then be completed at any time of the day, or later in the week if necessary. If completing more than one piece of work on a different day, children will need to work through the priority tasks in order, starting with Monday, then Tuesday, Wednesday etc. Otherwise, key steps might be missed.
- All children should complete these priority lessons as a minimum: Missing these will make it much more difficult for them to pick up their learning on return to school. We will not set additional 'homework' during this time, so that children can use this time on making sure priority tasks are completed first. Extra reading or times tables practice is always welcome for those children who would like more.
- Should the 'priority 1 and 2 tasks' not be completed during their period of home learning, children will be need to catch these up on their return to school, for example during club time.
- We will indicate on the weekly overview how long we would reasonably expect children to spend on a task.
- If children have a question about their work, then can message their teacher in TEAMS. Teachers will be checking this regularly.
- Teachers will offer a your child small group 'face to face' meeting at least once a week. This will be a time to check in with the group, and also to give feedback on work or any common difficulties.
- Teachers will review work handed in, but might not comment on all pieces. When children return to school, time will be spent going through the work with a focus on ironing out any common misconceptions. This might be done as a whole class, in groups or individually, and it may be verbal feedback rather than written.
- If your child is ill please let the school office know in the usual way, and teachers will then be able to take this into account. Please let the school office know if there is anything else that may be affecting completion of work, and we will try to help and support where ever possible.
- If a member of teaching staff in the closed bubble also becomes ill, this is likely to affect the frequency and type of their contact with their class. In this case, other staff in the bubble will continue to set work for the class.

Weekly overview **EXAMPLE ONLY:**

	DAY 1	Staff will implement short term 'emergency' teaching pack via TEAMS for the children to access that they will prepare in advance for this scenario. These packs will provide relevant learning for the children, with a focus on practising or applying skills and knowledge that they have already experienced. This emergency learning pack should be sufficient for 2 days of learning.					
	DAY 2						
		<b>PRIORITY 1</b>	<b>PRIORITY 2</b>			<b>PRIORITY 3</b>	
		<b>1<sup>st</sup> session</b>	<b>2<sup>nd</sup> session</b>	<b>3<sup>rd</sup> session</b>	<b>4<sup>th</sup> Session</b>	<b>5<sup>th</sup> Session</b>	<b>6<sup>th</sup> Session</b>
<b>Monday</b>		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English- lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Watch video lesson 10 minutes. Follow up task: 30- 45 minutes	PE- take part in online fitness video- 15 minutes, or go out for a family walk.	Phonics/ Spelling practice 15 minutes in your home learning book/ worksheet.	Reading- 15- 20 minutes. Your own book for pleasure or your class reading book.
<b>Tuesday</b>		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English- lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Geography Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Topic: History Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Times Tables rock stars 15minutes	Reading- 15- 20 minutes. Your own book for pleasure or your class reading book.
<b>Wednesday</b>	Check in/ check children have managed priority 1 and 2 tasks so far.	Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English- lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Science Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	PE- take part in online fitness video- 15 minutes	Phonics/ Spelling practice 15 minutes in your home learning book/ worksheet.	Reading- 15- 20 minutes. Your own book for pleasure or your class reading book.
<b>Thursday</b>		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English- lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: History Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Topic Science: Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Times Tables rock stars 15minutes	Reading- 15- 20 minutes. Your own book for pleasure or your class reading book.
<b>Friday</b>	Check in/ check children have managed priority 1 and 2 tasks so far.	Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English- lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Music: Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	PE- take part in online fitness video- 15 minutes	Weekly catch up 'live' meeting with Class teacher on TEAMS/ group session- ½ hour. TIMINGS WILL VARY	

**Individual Children:**

Your child needs to stay at home because they, or a member of the family, are displaying symptoms of COVID-19. They cannot return to school unless they have a negative test result, or have undertaken a period of self-isolation for 10 or 14 days (see above). (This also applies to children returning from abroad where they are required to quarantine on their return to the UK):

In this case, staff will record or provide videos of teaching inputs for each key lesson during the day, and put these up on TEAMS for your child, along with any associated learning materials (e.g. worksheets) in the evening, for them to complete, if they are well enough to do so, the next day.

This means that your child will have very similar provision to the other children in the year group, though there will be a day's delay in accessing the materials on TEAMS. Work should be accessed and handed in as described above (for Bubbles/ Whole school). Again, the weekly overview will identify Priority Learning for the children to complete. The class teacher will give feedback on their learning at least once each week, and we would aim to also offer a 'face to face' session once a week with their teacher via TEAMS, where they can 'check in' and go through any problems and misconceptions from the week.

Please note that this will only be offered to children who are absent due to COVID or if they have a long-term illness. This will not apply if children are absent for 'normal' illness and ailments. It excludes any normal holiday periods.

### **Access to IT and Internet**

We are aware that for some, access to IT equipment or the internet is a challenge. If your children/family do not have access to any IT equipment for their learning at home (a computer, laptop or tablet device), we may be able to help. If you do not have a computer, laptop or tablet in your home then please fill in the form at the end of the letter, or give the office a call. We may be able to loan a laptop or dongle for short periods of time where children have self-isolate at home, or if not, we will look at providing work as a hard copy. If you have already completed this form or previously requested support with this, you do not need to complete it again.

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Name of child(ren)

Class(es)

Please could you specify whether your difficulty in accessing Remote learning is

- Poor/ no internet/ broadband
- Lack of any suitable IT equipment (Computer/ Laptop/ Tablet)

Please put me on the school waiting list for the loan of IT equipment.