

Remote Learning at Inkpen primary School

Aims:

- To outline the approach that Inkpen will take in providing home learning for children during the Coronavirus pandemic. This includes provision for children who are self-isolating or where a family member is self-isolating and provision where there is a partial or full closure of the school for any reason.
- To outline the steps that the school will take to ensure staff are able to deliver home learning, whilst maintaining a focus on their well-being and workload, This will include all steps to avoid staff having to do double the amount of work.

The Senior Leader responsible for the Online Learning Provision will be the Head Teacher

Plan for Remote Learning where children are self-isolating

Where children are self-isolating, the school will aim to give those children a variety of tasks to complete each day, which cover the curriculum being taught in school in a way that can be accessed without teacher input.

Our aim is to attempt to build on the sense of connection between school and home and to reduce the risk of children losing any learning time.

- This may include use of online learning platforms to access teaching content, such as BBC Home learning, White Rose Maths or Oak Academy. Work is differentiated depending on the child's needs as it would be in class.
- Instructions & resources for the week's work will be emailed along with the delivery of a paper pack if necessary.
- Regular email contact will then take place between the child & their class teacher in the Junior classes. Parents are copied in on all emails.
- In the Infant classes, regular email contact is between the class teacher and the child's parent.

Plan for Remote Learning for larger groups, such as a school closure

Where an entire class or the whole school needs to access home learning, the aim will be to teach as much as the same curriculum remotely as in school. Parents and children will be provided with a timetable of teaching within 24 hours, which will include all materials and links to online sites. Paper packs will also be sent out to all children so they can work from paper copies. Online communications will be set up between the class teachers to allow communication with parents.

Adaptations may have to be made in some subjects where the whole topic content does not lend itself to being taught remotely. In these cases, topics due to be taught the following term, which are more easily accessed remotely, might be substituted. For example, a Science unit in Electricity is far more effectively taught as a practical subject and would be substituted by something more research based, like Evolution; PE lessons will be supported by the use of online videos and music lessons will be accessed through Charanga, provided by Berkshire maestros.

Remote Teaching Time

Remote provision will deliver:

In EYFS this time will be approximately 1-2 hours per day.

In the Infants the expectation is that 3 hours per day of learning is available for all children and in the Juniors, this rises to 4 hours.

Not all this time is through the children accessing teaching content; children will be expected to complete independent tasks that link to their learning as well.

Accessing Remote Education

Children will be able to access the school's digital learning platforms to support their learning. These include white Rose Maths (Maths), Purple Mash (including Serial Mash for reading), Espresso & Discovery Education, Charanga (Music), Monster Phonics (enabled for parents for phonics teaching at home) and Abacus (Maths) as well as online sites including Oxford Owls, BBC home learning & Oak Academy.

As a school we are not aware of any families that do not have some form of remote access device. We are aware that not all families have the devices needed for all children to access the remote learning at the same time. We are aware that working families may struggle to share devices. A bank of computers are available in school in case they are required for a child to access remote learning from home.

All children will be provided with paper copies of any work that requires printing. Work can then be submitted to school either electronically or on paper for marking.

Our aim will be to invite children in, who school considers vulnerable and might struggle to access remote learning for any reason. This will take place on a needs basis.

How will children be taught remotely?

EYFS:

- Remote education for EYFS will include a weekly pack delivered by the class teacher containing ideas and activities, together with all resources, linked to the Early Years Foundation Stage curriculum. The emphasis will be on learning through play with an adult at home.

Remote Education in KS1 will include:

- Use of digital learning platforms including Espresso, Purple Mash (including Serial Mash for reading), Abacus, White Rose Maths, Monster Phonics, Oxford Owls, BBC, Oak Academy & Charanga
- Teacher guided lessons created for home learning
- Provision of paper packs, containing all resources on a weekly basis. The aim is that most activities do not need to be accessed using a device as we believe it is better for young children to spend the majority of their time not looking at a screen and hope that this will ease the pressure on demand for devices within the family.
- Regular contact via email and calls if necessary with parents to check up and offer support

Remote Education in KS2 will include:

- Use of digital learning platforms including Espresso, Purple Mash (including Serial Mash for reading), Abacus, White Rose Maths, Oxford Owls, BBC, Oak Academy & Charanga
- Provision of paper packs, on a weekly basis, containing resources that require printing or reading material that frees up the use of devices within the home. Additional, differentiated material can then be included for specific children
- Teacher guided lessons, created or adapted for home learning
- Regular email contact with children (parents copied in).

Engagement and Feedback

The school expects parents to support their children in their home learning by setting routines at home which enable them to access the learning. Children are expected to engage with remote learning on a daily basis.

Teachers will maintain regular contact with children through email contact directly with them or with parents. Timetables for work will be emailed to both parents and children on a weekly basis, with additional instructions when necessary.

However, there are a few things to bear in mind. Although we want our children to have as much access to education as possible, their wellbeing and mental health is far more important. Most children managed to catch up most of their missed learning when school were initially closed and so we would assume, with a little extra support, they would catch up again. There is more to child development than academic attainment and improving one's knowledge. This does not excuse us from trying to help our children continue to progress in their learning during lockdown, but we need to strike a balance.

If a teacher has not heard from a child for 2-3 days, an email will be sent initially to parents, followed up by a phone call from the teacher or head teacher to provide support if required. We ask that parents contact the class teacher if a child is ill and cannot access the remote education.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feedback is as follows:

EYFS:

- Regular feedback is given by email, by phone or at the door (when delivering packs) on children's work.
- Parents are encouraged to send photos of children's work during the week and other work is collected when new packs are delivered.

KS1:

- Infant children will be encouraged to send in pictures of completed work at least once a day with the support from parents.
- Work will be collected in when the next week's work is delivered and marked during the week. Children will be given feedback on work either by email to their parents or the work returned with notes to support correcting the work the following week. Work is then saved.
- Feedback through online learning platforms is given regularly.

KS2:

- Junior children are encouraged to send completed work electronically so that it can be marked. Feedback can then be given at the time the work is finished and work corrected if mistakes are small. Photocopies of work with larger mistakes or misconceptions will be sent back with comments in the following week's pack for the child. The child will have been emailed to say this is happening.
- Longer pieces of writing will be printed off and assessed as it would be if children were in school to inform future planning along with more comprehensive feedback to the child.
- All work will be saved in children's folders.
- Learning platforms allow for feedback to be provided promptly online.

Additional Support for Children with Particular needs

We recognise that some children, for example those with special educational needs, may not be able to access remote education without support from adults at home.

Where possible with children with special educational needs, they children will be invited in to school so that school support can continue, as well as regular contact with parents.

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