



Fern Hill Primary School

Remote Learning Procedures

All schools are required to prepare a contingency plan for remote learning.

This document outlines our contingency plan for remote learning, should pupils need to access this because they are self-isolating or school is subject to a partial or full closure. The plan distinguishes between:

Stage One - the default plan to be implemented for individuals and small groups of pupils who must self-isolate, and

Stage Two - which would be triggered in the event of a partial or full closure of school.

If a child is ill, we would not expect them to complete remote learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly.

This information is to be used as a general guide and parents can expect further details of remote learning for their child, as and when it is required. We aim to implement access to remote learning from a pupil's second day of absence.

Clarification of terminology used in this document

Home Learning: learning opportunities set on a weekly basis for pupils to complete at home as outlined in our Home Learning Policy.

Remote Learning: learning opportunities set for pupils who are not able to access face-to-face learning due to self-isolation or school closure.

Fern Hill Primary School's Remote Learning Stage One Offer Summary

Stage One: Remote Learning for an individual or a small number of pupils who are self-isolating

- A. Our Remote Learning offer will begin on day two for pupils who are self-isolating. If they are well enough, they should complete the activities provided.
- B. Pupils will be provided with links to online lessons that broadly cover the primary curriculum subjects and, where possible, will align with the lessons being taught in class. These links will be provided weekly.

- C. The links will be accessible via Google Classroom for Years 1-6 or Tapestry for Reception and Nursery.
- D. Most children will require some parental guidance and support to access each online lesson or link.
- E. The pupil's class teacher is also responsible for face-to-face learning for the rest of the class and therefore will not be able to respond to any comments or questions via the Google Classroom Stream.

Fern Hill Primary School's Remote Learning Stage Two Offer Summary

Stage Two: Remote Learning for larger groups (e.g. a class) in the event of a partial or full closure of school

The assumption at Fern Hill is that where larger groups of pupils are self-isolating and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers will create teaching resources as outlined below:

- A. Our Remote Learning offer will begin on day 2 for pupils in the event of partial or full closure of school. It is expected that all children who are well enough will complete the activities provided.
- B. Activities will be set by the relevant class teacher and will match the school's intended curriculum and lesson sequences. To ensure that pupils continue to receive a full and broad curriculum, they will have the opportunity to access the following lessons each day:
 - a. **Maths** - including a fluency/mental maths activity.
 - b. **English Skills** - providing a balance of spelling, handwriting, grammar and reading across the week. Phonics activities will be provided daily for pupils in Reception and Year 1.
 - c. **English** - if English skills, e.g., reading, can be incorporated into this lesson, pupils will not be provided with a separate English Skills lesson.
 - d. **Foundation Subjects** - will vary across the week, e.g., Day 1 - Science; Day 2 - Humanities; Day 3 - Art or DT; Day 4 - PSHE and Music (shorter sessions); Day 5 - Computing and RE (shorter session)
 - e. **French** (Years 3 - 6) and PE - will be provided as an additional lesson during the week. On the days that they are assigned, other lessons will be slightly shorter to compensate for the additional learning time.
- C. Pupils will be able to complete most lessons without significant adult input and video and/or audio explanations and modelling will be used to support this. Younger children will require some adult supervision at some points to find and access their lessons.

Examples of lessons and activities that may include video and/or audio explanations include: handwriting and shared writing; maths calculations; phonics and reading; practical work, e.g., in Art, DT and French.

- D. Pupils will be given the opportunity to attend at least one live and interactive 'class chat' with their class teacher every week. Class chats will host groups of no more than ten children for ten minutes.

For safeguarding and data protection reasons, parents must provide their written consent to their child participating in a class chat. Parents are responsible for ensuring their child can access the class chat via an appropriate device; the school is not able to provide support on technical issues.

- E. Resources will support independent learning as much as practicable, but some level of parental guidance and teacher support may be needed for some individual children to initiate each task set, e.g., a private message conversation between the pupil and their class teacher.
- F. Pupils attending the Critical Worker provision in school will complete the same work as pupils learning from home. Their class teacher will continue to monitor their learning and progress.
- G. Pupils who are self-isolating but well enough to access learning should continue to complete the work set.

Stage Two Remote Learning Checklist

1. Pupils are expected to engage with remote learning every day. Where engagement is inconsistent, families will be contacted by the school office to offer support. This may be followed up by the class teacher or member of the Inclusion or Senior Leadership Team.
2. Pupils must register their attendance in the Classroom every day before 10am by completing a google form (a Daily Register) that will be posted on the Classroom stream.
3. All learning resources will be directly accessible via Google Classroom or via links posted on Google Classroom. Pupils may access their Mathletics, LGfL and Charanga accounts for linked tasks. They may also use the BBC Bitesize website for additional activities.
4. Lessons will be clearly laid out in Google Classroom under a daily 'assignment'. Assignments will follow a consistent format and include a brief explanation of each lesson.
5. The purpose of a lesson will be clearly identified at the start with clear success criteria, instructions and guided practice using audio and/or video recordings, worked examples and modelling as appropriate. Instructions will include timings to guide children through the activities.
6. Lessons will be adapted to stretch and challenge and adjusted where possible to support SEND pupils to successfully access the resources alongside

their peers.

7. Teachers will be online in the Classroom between the normal school hours of 9:00am - 12:00pm and 1:00pm - 3:30pm to intermittently check the stream and respond to or chat with pupils.
8. Remote learning activities should be 'handed in' by uploading onto the Google classroom. This will enable teachers to maintain a record of a pupil's work (as they do at school using work books) and support an accurate assessment of progress. A pupil's understanding and progress may also be captured and assessed through different means.
9. Feedback may be provided in a variety of ways: given directly to an individual pupil or as a collective response to a group, class or whole year group. It may be built into a subsequent lesson, included as a post on the classroom stream to all or be given as a private comment. Teachers will provide feedback as and when appropriate- this means not all work will receive feedback on the same day and some pieces of work will not require feedback at all.
10. Where feedback is given, it will be meaningful, manageable and motivating and given by the class teacher who is responsible for the continued progress of their pupils.
11. Pupils will not need to bring any work back into school when school reopens - a record of their work will be available on Google Classroom.

In-school Provision

1. Pupils accessing the Critical Worker provision in-school will complete the same remote learning, adapted as necessary by the adult supervising the class and under the guidance of the class teacher. Consideration will be given to providing individual or small group intervention teaching where staff capacity allows this.
2. Pupils in Years 3 - 6 will independently upload and 'hand in' the work they have completed during the school day on Google Classroom for their class teacher to review.
3. If a pupil is unable to upload their own work during the school day or is in Year 1 or and 2, they will bring their work home for a parent or carer to upload on their behalf.

Early Years Foundation Stage (EYFS)

At Fern Hill, we have also put in place an interim arrangement to support children in Nursery and Reception who are self-isolating at home. This is in addition to the government's offer outlined above and accessed through Google Classroom and Tapestry:

Stage One

1. Class teachers will share a story of the week and provide activities related to the story including comprehension, writing and oral story retelling as appropriate.
2. Pupils will receive a video or PowerPoint presentation explaining a mathematics activity: a practical task using objects available at home.
3. Pupils will have four phonics lessons a week to introduce new sounds that they can practise.
4. In addition, pupils are expected to read daily and to practice writing their names, focusing on letter formation.

Stage Two

1. Pupils will be provided with lessons that match their in-school timetable as closely as possible to cover the EYFS curriculum. A majority of lessons will be delivered as short pre-recorded videos, to promote independence of learning. These will be accessed via Google classroom.
2. Pupils should register their attendance by completing a daily register via a google form every morning during the school week.
3. Pupils are expected to upload images and videos to Tapestry each day to enable class teachers to monitor and assess their progress towards the Early Years goals.

We are very aware that our Nursery and Reception children will require frequent parental support and intervention and that many activities they enjoy at home offer valuable learning opportunities; shopping, playing games, cooking and gardening are all excellent ways to enjoy learning and can easily be captured as an image or video and uploaded to Tapestry to share with teachers.