



Hagley Primary School

Remote Learning Policy

Date: September 2021

Date of review: September 2022

Responsible member of staff: Daniel Bate

Signature:

(Chair of governors)

Signature:

(Head Teacher)

We are working hard in school to ensure that learning can be delivered in the classroom. However, in the current circumstances, we cannot guarantee this, and at points throughout this academic year a period of self-isolation may be required. This could be due to a positive COVID-19 test or close contact with a person who has subsequently received a positive test. This policy aims to outline the various circumstances for which a child may need to self-isolate and the remote learning which will be provided by the school in each of these instances.

Individual children away from school awaiting a test result (2 - 3 days)*

In this circumstance, the following should be accessed by the children:

- Complete the White Rose Maths daily lesson outlined in the self-isolation grid for your child's year group – see below
- Read for 30 minutes each day. This could be a book sent home through school, your own book from home or a selection of texts from the Oxford Owl E-book library (see reading information under the resources section of the Remote Learning area)
- Watch the Picture news assembly found on the Hagley Primary School website under Remote Learning - Picture News
- Access the activities and resources suggested in the resources section of the Remote Learning area
- Access further websites suggested in the further websites section of the Remote Learning area
- For KS2, you may want to access the French section of the Remote Learning area where Madame Wild will be providing extra resources

*Reception children (due to the very nature of the Early Year's Curriculum) will choose activities from the weekly uploaded self-isolation grid for their 2 - 3 days whilst awaiting a result (see Appendix 1 and the information below).

Individual children or families self-isolating (10 - 14 days)

In this circumstance, teachers will be required to continue teaching the children who are in school. If a family is self-isolating they need to access the **self-isolation grid** (see Appendix 1 for Reception and Appendix 2 for Years 1 - 6) for their child's year group on the Remote Learning section of the website. These will be uploaded each week along with accompanying resources, such as the White Rose Maths worksheets and answers. Please note that due to the sequential nature of the English units of work, 2 weeks will be provided on the grid whilst Maths will be set weekly.

The grids have been designed so that the children can have access to daily English (reading/writing/phonics) and Maths, using recommended resources from the Department for Education (DfE), which is also appropriate to the child's age. Each of the videos and activities selected has been chosen by the class teacher and best aligns with what the children are learning in school.

In addition, the document will contain a half-termly topic activity grid of 6 activities which the children can choose from during their period of time away from school.

Should further work be required, the Remote Learning Resources section contains suggested activities and links. This also includes information about reading and phonics to support parents at home.

Communication

Work can be submitted via Seesaw; however, teachers will only be able to respond once per week, as outlined in our previous communication about home learning. To make the platform more manageable, please upload **one** post a day with all your child's work and a comment if you wish. If you have any concerns or queries please contact the office who will be able to pass this on to the most appropriate person.

During the 10 - 14 day period, you will also receive a phone call from a member of staff in school.

Whole class or year group self-isolating (10 - 14 days)

In this instance, the work that we set for the children will be available through our Remote learning section of the website. This will be uploaded **daily**, including all of the relevant resources (see Appendix 3).

The format will be via a daily newsletter and will include the following:

- An English task relevant to where the children are with their English learning at the point of requiring to self-isolate (please note, this could be reading, writing or a grammar focus)
- A Maths task either through White Rose or a resource designed by school
- A topic task which covers many aspects of the wider curriculum and the children's current topic

In addition, during the self-isolation period, the following will take place:

- A phone call from a member of staff in school
- Videos from the year group team will be posted onto the Remote Learning section of the website and will provide further information about some of the activities – these will vary according to the needs of the class, year group and activities presented

Should the children need to access weblinks or platforms such as MyMaths for their work, this will be outlined in the newsletter.

Seesaw

Work can be submitted via Seesaw and teachers will be able to respond more frequently than once per week to help keep your child motivated and provide feedback where possible or necessary. To make the platform more manageable for staff, please upload **one** post a day with all your child's work and a comment. In addition, if you have any concerns or queries please contact the office who will be able to pass this on to the most appropriate person.

Returning work

Due to our current COVID-19 risk assessment, we are trying to reduce the amount of resources being sent to and from school. As a result, we do not require the children to bring back their work into school unless outlined in their remote learning; for example, their final piece of writing within the 2 weeks. Where possible, answers will be provided so that the children can go through their work and identify errors or mistakes.

Accessing work

If a family is struggling to access the work via the website or the resources required, please contact the school where we can discuss the best way possible way to support with the period of self-isolation.

Working from home

As a school, we understand the difficulty and challenges that remote learning can bring and are here to support families where we can. In addition, if a child is isolating because they are unwell we do not expect home learning to be accessed as readily as the first priority is a period of rest and recovery. Whilst we provide the overviews and newsletters as a guide, we understand that families will structure the remote learning around their own working patterns and that activities may not be completed in the same order suggested. We do however, strongly advise that the children complete the work that is set and suggested through our website rather than moving onto other topics. This will prevent the children from repeating content later in school.

Home Learning Top Tips

- Establish a routine for Monday to Friday that includes breaks and a good balance of physical activity and sitting down to work.
- Allow your child some say in the order that work is completed, but once decided, it must be stuck to.
- Encourage your child to have a go and that mistakes can mean learning.
- Ask questions throughout the day such as 'How did you do that?', 'Why did you decide to do that?'
- If there is one subject that your child finds harder than another, do that one first.
- Do everything you can to remain positive and praise effort.
- Work towards a reward (TV time, game time etc).
- If possible have an allocated area for working away from distractions.

Working online

With so much of daily lives now involving technology it is important that we all ensure that we follow best practice for online safety. In the first instance, this should be knowing what your child is accessing and who they are communicating with.

Under the Parent section of our website, you will find a dedicated section to online safety which includes a range of resources and websites for support. In addition, the DfE have published the following COVID-19 guidance for parents relating to staying safe online.

<https://www.gov.uk/guidance/covid-19-staying-safe-online>

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

Appendix 1: Example of a Reception self-isolation grid



The following grid has been created for those children who are having to self-isolate and require access to home learning during the period. **Should a whole year group or class be required to self-isolate, alternative work will be set by the class teacher.** Below are activities for English and Maths and a selection of topic activities to complete across the two-week period. This work can be shared via Seesaw; however, teachers will not be able to respond to work immediately due to teaching commitments in school.

Home learning Reception		
English		
Across the two weeks, we would like you to complete the following unit on Oak National Academy: https://classroom.thenational.academy/units/little-red-hen-2e6d Please complete the lessons (one per day) Read your child's home reading books. Choose some books from the Oxford Owl online reading library to read together https://home.oxfordowl.co.uk/reading/free-ebooks/		
Phonics		
Complete a sound a day from your little green Read, Write Inc. books, practise reading and writing the sounds as well as words containing those sounds.		
Maths		
<ul style="list-style-type: none"> • Practise counting up and down to 20. • Practise subtracting at home using objects then complete the subtraction activity. • Practise finding 1 less at home using the complete the 1 less activity. 		
Physical development		
Complete these activities (or activities like them) to help build your child's finger strength. <ul style="list-style-type: none"> • Use your thumb and finger to practise winding up toys. Watch them go, can you have a wind-up race? • Can you make a chain of paper clips? Can you make a chain longer than a pencil, a ruler, a book or your table? • Use small building bricks to make a construction. Can you push the bricks together and then pull them apart? • How quickly can you do up buttons or zips on a jacket or coat? • Use pegs to hang out washing on a washing line. How many pieces can you hang out using two pegs? 		
Other activities		
You can also access Busy Things at home where you can choose activities to complete together. https://www.busythings.co.uk/play/# Please choose any Literacy or Maths activities to complete at home. Here is the login: Username: hagley1234 Password: orange		
Topic activities for the half term		
Find out about Diwali and create some Diwali art work.	Create a story map for the <i>Gingerbread Man</i> , draw a picture for each scene and then write some simple sentences to say what the <i>Gingerbread Man</i> can do, e.g. I can jump, I can run.	Act out the story of the <i>Gingerbread Man</i> .
Find out about elephants and where they live.	Explore what happens when you mix colours and which colours mix together to make which.	Mind map what makes you unique.


If you are having any difficulties accessing or completing the home learning, please contact the school office. Please be aware that teachers are with the rest of the class and may not be able to respond to queries immediately.

Appendix 2: Example of a self-isolation grid



The following grid has been created for those children who are having to self-isolate and require access to home learning during the period. **Should a whole year group or class be required to self-isolate, alternative work will be set by the class teacher.** Below are 5 daily lessons for English and Maths for **one week** and a selection of topic activities to complete across the two-week period. This work can be shared via Seesaw; however, teachers will not be able to respond to work immediately due to teaching commitments in school.

Home learning Year 1				
English				
<p>Across the two weeks, we would like you to complete the following unit on Oak National Academy: Awongalema description</p> <p>The link for the unit is here: https://classroom.thenational.academy/units/awongalema-description-3713</p> <p>Please complete lessons 1, 2, 3, 5, 6, 7, 8, 9 and 10 (one per day)</p> <p>On your final day, we would love for you to publish your work neatly on lined paper and bring it into school when you return. We can then stick this into your English book and have a good look at it together.</p>				
Maths day 1	Maths day 2	Maths day 3	Maths day 4	Maths day 5
https://vimeo.com/466113127	https://vimeo.com/466113127	https://vimeo.com/463893092	https://vimeo.com/463895735	https://vimeo.com/463894279
<p>In addition to the home learning outline above and below, please continue to check and access work that may be set through the platforms we subscribe to through school; for example, MyMaths and Grammar Bug.</p> <p>In the resources section of the Remote Learning area of the website, you will find a weekly Picture News assembly and accompanying resources. You can access this at some point during the week.</p>				

Topic activities for the half term		
<p>History</p> <p>Create a timeline of a day you have really enjoyed and add time words like first, then, next, last</p>	<p>Science</p> <p>Draw or paint an autumn picture and add labels for all of the signs that it is autumn</p>	<p>Art</p> <p>Use shapes and colours to create your own piece of work similar to the work by Wassily Kandinsky; here.</p> 
<p>Music</p> <p>Complete the music lessons on 'pulse' for Key Stage 1</p>	<p>Science</p> <p>We have read about nocturnal animals and we have looked at the signs of autumn in school. Complete this lesson to find out about hibernation</p>	<p>PSHE</p> <p>Draw a picture of the colour monster in the middle of an A4 page and then draw pictures around him</p>

If you are having any difficulties accessing or completing the home learning, please contact the school office. Please be aware that teachers are with the rest of the class and may not be able to respond to queries immediately.

Appendix 3: Example of a daily newsletter



Hagley Primary School

'Believe, Achieve, Together We Succeed.'

Home learning
Year 2
4.11.20

Hello!

We hope you are all okay and that we see you soon. We will be uploading home learning daily for the rest of this week. Please see below what we have planned. We would like you to keep reading with your child over the next few days. Please only post one upload on Seesaw each day to share your child's work.

Maths

WALT: identify number bonds to 20

Please open the maths PowerPoint slides which are on the websites. Then follow the steps below.

- Complete the fast four
- Fill in the missing numbers to make your number bonds to 10
- Complete Maths Activity 1
- Complete Maths Activity 2
- Complete the challenges going deeper and diving deeper if you feel your child is ready to answer them
- Complete the plenary

English

WALT: retell

Use the PowerPoint to introduce the historical event of The Gunpowder Plot emphasising that this happened just over 400 years ago. Then children to create a storyboard to retell the events. Children to draw pictures and then add their own facts or detail on the lines underneath.

Topic

PSHE – WALT: Challenge Stereotypes

Please open the PSHE PowerPoint slides which are on the websites. Then follow the steps below.

- Circle the statements that apply to you
- Write whether you agree or disagree to the sentences
- Discuss with someone at home what things you have in common, it could be a favourite colour, a favourite lesson or something you like to do in your spare time. It could even be eye colour or hair colour!
- On the shield template design your own similarity shield with four of the things that