



Greenside School

Remote Learning Policy

Last reviewed: 4th July 2024

To be reviewed: July 2028

Written by: All Staff

Ratified by the Governors on: 4th July 2024

Rationale:

Greenside Primary School are committed to providing high-quality education for all pupils, including those learning from home, through a clear home learning protocol following the principles laid out in this policy.

The principles are based on the latest Department for Education (DfE) guidance which sets out the governments expectations on schools.

General Principles

When children are accessing home learning for remote education purposes, we aim to ensure that:

- All children can access home learning provision, regardless of personal circumstances.
- We set meaningful and ambitious work each day in an appropriate range of subjects.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.
- We teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- We have systems for checking, daily whether pupils are engaging with home learning as much as practically possible, and work with families collaboratively to rapidly identify effective solutions where engagement is a concern.
- We provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- We enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.
- We continue to use opportunities for collective celebrations, such as virtual assemblies.
- We work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

What will we provide?

The home learning provision will depend upon the individual circumstances laid out below. For example, it may not be possible for a child's class teacher to have face to face contact with an individual(s) as they may be teaching the remainder of the class. The following will provide all relevant stakeholders appropriate guidance for most eventualities.

Home learning will be provided in the following circumstances:

- A national/local lockdown meaning schools are open only to children of critical workers and vulnerable children.
- School closure due to unforeseen incident e.g flood, heating broken.

Pupils will only be expected to complete home-learning if they are well enough to do so.

As per government guidance which can be found here

(<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>) we will provide the following allocation of remote education:

EYFS: Although there is no official guidance, we aim to provide an average of 3 hours per day.

KS1: An average of 3 hours per day.

KS2: An average of 4 hours per day.

Accessing Home Learning

The learning activities for each pupil(s) will be uploaded direct to their Home Learning Year group page accessible on the school website via their class page.

<https://www.greenside-sch.org/class-pages/>

Any completed work and/or home learning related questions may be posed to the relevant tier group email addresses. **Please note that these are specifically for matters relating to home learning and any other enquiries need to be made via the school office.**

Early Years: reception@greenside-sch.org

Year 1 and 2: years1and2@greenside-sch.org

Year 3 and 4: years3and4@greenside-sch.org

Year 5 and 6: years5and6@greenside-sch.org

All other inquiries: admin.info@greenside-sch.org

Communication will be generally made via email and through zoom meetings led by a teacher or teaching assistant. Please ensure that parents/carers have provided an appropriate contactable email address to the addresses above. If parents/carers do not have an email, please contact the school office via phone to inform them of the best means of communication in a situation where their child is having to isolate.

How Will my Child be Taught Remotely?

Our home learning offer will consist of a variety of different elements to enable staff to best support all children during a period of remote education. A mixture of the following, dependent on year group, will be utilised:

- Interactive sessions over Zoom at least twice a day.
- Recorded teaching (e.g. White Rose Maths videos, Oak National Academy and BBC content.)
- Commercially available websites to enhance learning (e.g. Mathletics, Bug Club, TT Rockstars, Education City.)
- Resources produced by teachers and uploaded onto the school website for independent learning (such as worksheets, instructions and other materials.)

Accessing Home Learning Without Internet Access or Relevant Devices:

If families cannot access the internet or do not have a sufficient number of devices for children to access, then parents/carers should contact school and request support. Families will then be added to a waiting list. Where possible, school can provide devices and/or facilities to access the internet for the duration of any home learning period. Please note that school will only be allocated a set number of devices and they will be allocated on the basis of those most in need. Only a member of the Senior Management Team can authorise the release of devices. Any families who are allocated devices will have to sign and agree to the terms and conditions of an Acceptable Use agreement prior to their release.

Whilst families are awaiting the delivery of electronic devices, families who do not have internet access may request a paper pack of learning via the relevant email addresses. The learning provided will, where possible, mirror learning objectives being taught in school or, in the case of a bubble being closed, the planned learning for the period of isolation. This will ensure pupils are able to keep on track to some degree with the learning of their peers. School staff will make use of other methods of communication such as telephone calls to keep in touch with children and their families in the meantime.

Home Learning Provision: Scenarios

Scenario One: National/Local Lockdown (School catering for Critical Workers/Vulnerable Pupils)

Following a full local or national lockdown, school will ask critical worker families to contact school and request a place. There is no guarantee that places can be offered and these are subject to meeting the criteria set out by the Department for Education (DfE) as well as schools own Risk Assessment. Any vulnerable pupils will be contacted by school and offered a place. School will work to have any home learning provision up within 24 hours of any announcement.

In this scenario it is important to stress that many staff will be required in school to safely staff classes of critical worker and vulnerable children. Zoom sessions and feedback may be provided by an adult other than your child's class teacher. In the unlikely event of several staff absences, a text will be sent to inform children of the cancellation of Zoom sessions as staff will be required in school.

The guiding principle in this scenario is that the **work completed at school will be exactly the same as work assigned to our home learners.** Any national or local lockdown will be for a limited period of time and to ensure that all of our children can resume face-to-face learning at the same point, it is important that learning is consistent. **For our home learners, please can we stress the importance of sticking to the timetable, not racing ahead and ensuring work is completed to the best of your ability.** If you require any extra support or challenge, then please contact class teachers via email who will be happy to support.

Daily Zoom Check Ins:

Following the impact of Zoom calls during the partial school closures, teachers will organise daily morning zoom check in sessions. Invites to these will be sent to email addresses provided at the start of term. It is at the discretion of the class teacher as to how these will be conducted, either in small groups, or as a whole class. These sessions could focus on:

- Daily wellbeing check on the children, with a focus on feelings
- An overview and introduction of the assigned learning tasks for that day
- Feedback on previous days learning or review of work from a previously assigned lesson
- In Reception and KS1 these sessions may include a class story alongside checking on children's well-being and talking them through the home-learning activities for the day.

In the event of multiple children isolating, the Daily Zooms will take place at the following times:

Reception: 9.00am and 1.15pm
Year 1 and 2: 9.30am and 1.45pm
Year 3 and 4: 10.00am and 2.15pm
Year 5 and 6: 10.30am and 2.45pm

There may be additional small group zooms provided by Teaching Assistants as well as teachers. Class teachers will identify children who may need extra support making use of work that has been submitted via the tier group emails and prior knowledge of children's attainment and progress. If you feel that your child will benefit from extra support in a particular area, then please email.

Assigned Work:

Each tier group has a separate home learning tab. This houses a timetable which mirrors the expectations when in school. **It is imperative that pupils learning at home sticks to the timetabled activities** for that particular day as any whole class or small groups zooms will revolve around these, just as they would in school. Any critical worker or vulnerable children in school will be following the exact timetable and sequence of lessons. This is to ensure parity of learning once we return to normality.

Any work to be completed during this time would be uploaded to the website home-learning section accessible via class pages. Whenever possible, teachers will assign a complete week's worth of lessons every Monday so that pupils who do not have reliable internet or access to electronic devices can have the

resources printed off at the beginning of the week, or the beginning of their self-isolation period, and collected from school to enable them to have similar provision to that of their peers.

Assigned work will, as much as possible, mirror the learning the children would have been completing within school. Children will be expected to make efforts to complete work to the same high standard that their teacher would expect of them when in school.

Scenario Two: Entire Class/Phase Self-Isolates

In the eventuality of an entire class or phase self-isolating, the following home learning provision will be in place within 24 hours of isolation being confirmed. This is to allow staff time to adequately prepare for the change in circumstances. In exceptional circumstances, a class teacher may be unable to carry out the zoom sessions due to illness. In this case, a text or email would be sent out to inform you and we would endeavour to support where we can.

Daily Zoom Check Ins:

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- Daily wellbeing check on the children, with a focus on feelings
- An overview and introduction of the assigned learning tasks for that day
- Feedback on previous days learning or review of work from a previously assigned lesson
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Assigned Work:

Each tier group has a separate home learning tab which houses a timetable. **It is imperative that pupils learning at home stick to the timetabled activities** for that particular as any whole class or small groups zooms will revolve around these. Any critical worker or vulnerable pupils in school will be following the exact timetable and sequence of lessons. This is to ensure parity of learning once we return to normality.

Any work to be completed during this time would be uploaded to the website home-learning section accessible via class pages. Whenever possible, teachers will assign a complete week's worth of lessons every Monday so that pupils who do not have reliable internet or access to electronic devices can have the resources printed off at the beginning of the week, or the beginning of their self-isolation period, and collected from school to enable them to have similar provision to that of their peers.

Assigned work will, as much as possible, mirror the learning the children would have been completing within school. Children will be expected to make efforts to complete work to the same high standard that their teacher would expect of them when in school.

Scenario Three: Individual(s) within a class to Self-Isolate

In the eventuality of an individual or small section of a class having to self-isolate, the following home learning provision will be in place at least 24 hours after being informed of isolation:

Assigned Work:

Any work to be completed during this time would be uploaded to the website home-learning section accessible via class pages. Whenever possible, teachers will assign a complete week's work of lessons every Monday so that pupils who do not have reliable internet or access to electronic devices can have the resources printed off at the beginning of the week and collected from school to enable them to have similar provision as that of their peers.

Check Ins:

A member of school staff, usually the class teacher or teaching assistant will make a weekly phone call during the isolation period. During this time, any completed work or questions relating to work should be directed to the tier group email address and a member of staff will answer as soon as possible. Please note that teachers will most likely be teaching the remainder of the class during the day and so responses will not be immediate and may not come directly from your child's class teacher.

Where possible, zoom check ins will be organised with groups of pupils isolating in the same tier group by a member of teaching staff. These will take place at some point during the isolation period and will aim to guide the pupils through the assigned work. Pupils will be able to ask questions and share work they have completed.

Feedback

Through effective feedback we enhance children's learning, develop their self-confidence and raise their self-esteem, showing them that we value their efforts. We also use feedback to inform our planning and next steps for teaching and learning. Feedback should be meaningful, manageable and motivating.

Verbal Feedback:

At Greenside Primary School, we believe that immediate verbal feedback is the most powerful form of feedback. Whenever possible teachers and support staff should aim to provide verbal feedback either during or soon after the activity. During any period of lockdown or extended isolation, verbal feedback will not always be possible. **Therefore, daily Zooms will provide the basis for explaining, sharing and feeding back on work completed during that day. It is important that all children try to complete some of the work assigned for that particular day and attend the Zoom for whole class feedback sessions.** We do however appreciate that this may not always be possible due to families balancing home lives, work or other commitments such as caring for young children or vulnerable family members.

How Can Work be Submitted for Feedback?

Any work completed by children during home learning can be submitted for feedback using the tier group email addresses. We fully appreciate that many of our families who **are working from home or juggling will be juggling home learning on top of busy work lives and so we do not wish this to be onerous on parents/carers.**

For older children, parents may want to supervise children creating an email account of their own to enable them to take more responsibility for submitting their work for feedback. To enable school staff to feedback effectively please consider:

- Is the photograph clear and easily readable?
- How confident were children with the learning? Use a scale of 1-10.
- Does your child require any extra support or challenge with this?
- Was the work completely independently?

What work can I to Submit? How Often?

We would like to receive the following work from all of our children at least once a week. This way, school staff can keep track of both the quality and quantity of work completed. Please make use of the self-assessment and mark sheets uploaded, especially for maths as this replaces the immediate verbal feedback our children are used to receiving during their maths sessions. In addition to the daily Zoom feedback sessions, please aim to submit, via tier group emails (or Tapestry for EYFS).

- One piece of English/Guided Reading/Maths
- One piece of foundation work (RE/Topic/Art/Computing etc)

Some of our children/families may wish to submit more work. If this is the case, please try to prioritise work which your child found a little challenging or they are extremely proud of and school staff will endeavour to respond. Please note that most school staff are still in school working with critical worker and vulnerable pupils. As a result, feedback may not come from your child's class teacher and it **may not be possible to feedback on every piece of work.**

We would also love to see photographs of other educational or family activities (such as baking, snowmen building, walking) our children and families are up to. Please do indicate however, if you are **NOT** happy for this to be shared either during class Zooms or via the website. All school staff will otherwise follow usual procedures regarding photograph and video consent.

What feedback will my child receive?

We aim for all our children to receive timely feedback on work sent in that is clear and easily readable. This may focus on identifying mistakes, areas to improve or what they have done well. Please note that answer sheets for maths activities are uploaded to self-mark. Feedback in maths may then result in helping your child to identify and correct any misconceptions.

Please note that any home learning emails will only be responded to between the hours of 8.30-4.00pm Monday-Friday. Any emails received outside of these times will be responded to the following day. For urgent enquiries, please use admin.info@greenside-sch.org.

Emails may take longer to respond to in the event of staff absence. In this instance, an email or text will be sent out as soon as practically possible.

Engagement: What do School Expect?

School **are required** to monitor attendance and engagement in home learning. School staff **have** to keep a register of all pupils attending daily zooms and will record other means of contact with children such as emails and work submitted to ensure that we keep lines of communication open with all our children and families. School staff will apply the following protocols when monitoring engagement in home learning:

Trigger	Action
No zoom or email contact for 2 full days (4 sessions)	Courtesy email sent to parent/carers email address to check in.
No zoom, email or telephone contact for 4 consecutive full days (8 sessions)	A phone call home will be made by a member of tier group team.
No zoom, email contact or telephone contact for 5 consecutive full days (10 sessions)	A member of the Safeguarding team will phone. Possible home visit if still no contact.

Please can we ask that school has at least three different emergency contacts for all children.

Home Learning Expectations:

It is expected that, where practically possible, children make contact with school staff and attend the daily Zoom check ins. If pupils are unwell that day, please make sure the class teacher is aware via the email system. **We understand that home learning is a balancing act and attendance may not always be possible due to a variety of different factors. School are aware of the demands of home learning and are understanding of individual circumstances. If this is the case, please do let school staff know where possible.**

School staff may record sessions when one adult is present to ensure that everyone is safeguarded. These are stored securely for a limited time.

Zoom Expectations:

Pupils accessing home learning will be invited to some whole school assemblies, small group or whole class sessions. During these sessions, school staff will have the same expectations for positive behaviour

as in school. Class teachers/teaching assistants will re-iterate these rules in the first session. These may differ between Key Stages. Some expectations will be:

- Children are up, fully-dressed and ready to learn
- Children will use theirs or their parents name as their Zoom identity (Please note, if the Zoom ID is different to this, children may not be admitted to the session)
- Children remain on mute whilst others are speaking
- Children remain seated during sessions in a suitable location
- Children follow adult instructions during the session.

It is important that all children follow the rules of each session to ensure that high-quality instruction can take place. **We do understand that younger children can be more excitable when seeing their friends and other adults in school on Zoom. School staff are mindful of this and will only follow it up if necessary.** If a child is not following instructions consistently, the teacher will make a phone call home or send an email to alert parents/carers. **If instructions are not followed consistently, a member of school staff may remove a child from the session.** This will be followed up by a phone call home or an email to explain the reasons and arrange a time for some restorative work.

How can parents/carers help?

School fully appreciate and are understanding of the varying circumstances and differing challenges facing families during home learning. We understand that home learning can be stressful for families and balancing work and other commitments on top of home learning can create much anxiety. Please can we ask parents/carers not to put themselves under too much pressure. School remains committed to nurturing the wellbeing of all of our families during scenarios. If you are finding things extremely challenging then please contact school and our Family Support Team, Miss Brown or Mrs Middleton, will be more than happy to offer help and support.

The following will help ensure that school can provide any home learning as quickly as practically possible. In the event of your child having to self-isolate please can you:

- Ensure that school has at least three emergency contact numbers.
- Inform the school office as soon as practically possible by either phone or email.
- State the reason for self-isolation (e.g. a member of the household has symptoms or tested positive)
- Provide an estimated return to school date if necessary. This will help teachers when providing home learning. (This may be dependent on an impending test result).
- Use the tier group email address to keep in touch with your child's class teacher. Send in photographs of completed work so they can see how your child is getting on. It is important that these are readable to enable school staff to provide any relevant feedback.
- Monitoring the behaviour of younger children throughout Zoom Check Ins where practically possible to ensure they are behaving in the same way they would be expected to whilst in school.

Resources Available to Supplement Home Learning:

As well as the resources provided by the class teacher(s), you may also be directed to some fantastic online resources. Education City, Mathletics, Bug Club, Spelling Shed and other online resources may be assigned to bolster learning if appropriate. All pupils should have their logins stuck inside their planners for any relevant online learning.

Maths:

At Greenside, we follow the White Rose Maths (WRM) scheme of work and so all of your children's work will be based on this sequence of learning. WRM have worked hard to produce short teaching videos for any children who may be self-isolating. Your class teacher will be able to direct you to the correct weeks and days. They are all freely available here:

<https://whiterosemaths.com/homelearning/>

English & Wider Curriculum:

The Oak National Academy have provided a whole host of free videos, lessons and resources which are freely available for those accessing home learning. Again, class teachers will be able to direct children to the relevant pages if necessary. All of these are available here:

<https://classroom.thenational.academy/>

Education City also has a wealth of resources across the curriculum areas. Your child will have a password to access this resource. Additionally to any assigned tasks the children are allocated, they are able to explore other topics and curriculum areas at their own leisure. There are a range of videos to watch and activities for them to complete.

<https://www.educationcity.com/>

The BBC have produced a vast variety of resources as well as a full schedule of educational television to supplement anyone home learning. Our home learning pages will try to reference these where they apply to learning in school. The link can be found here:

<https://www.bbc.co.uk/bitesize/this-terms-topics>

Printed Resources:

Printed packs of resources will not be supplied to all pupils who are completing home learning. All resources will be uploaded to the school website via the class pages. All activities can be completed on paper using the resources on the screen as a prompt. Blank exercise books will be sent out to all pupils to complete home learning in. If you require another, this can be requested via the tier group emails. Printed packs will only be provided on request if:

- You are one of our pupil premium families
- There is no access to the internet in your household
- Several siblings are required to share a screen

All paper packs are only to be offered as a short-term solution until school can help facilitate extra devices or internet access. In any of the above scenarios, a paper pack can be requested via the tier group email address. Please note, it may take up to 48 hours to produce the paper pack for the whole of the isolation period. You will be contacted by the school office as soon as it is ready for collection.

Helpful tips on how to deliver learning at home

- Be realistic about what you can do.
- You are not expected to become teachers and your children aren't expected to learn as they do in school. Providing your children with some structure at home will help them to adapt to the new way of working.
- Share the load if there are two parents at home. Split the day into **manageable time slots** and take turns so you can do your own work.
- Take care of your own health and wellbeing. Take a look at the links at the end of this guide for some advice on mental health and wellbeing.
- Don't let home learning become a battle between you and your child. Younger children especially will not understand that they are not on holiday and that they need to be learning at home. They will need time to get used to the new way of working and keep to a timetable wherever possible.
- Create and stick to a routine if you can. This is what children are used to. For example, eat breakfast at the same time and make sure they're dressed before starting the 'school' day – avoid staying in pyjamas!
- Children are used to following set routines in school. Make your own home learning timetable at home to suit the needs of your family. Please note, we do not expect children to be working from 9am to 3.15pm every day. For example, home learning activities could be completed in the morning with time in the afternoon for practical, whole family activities such as art, craft, cooking etc.
- Involve your children in setting the timetable where possible. It's a great opportunity for them to manage their own time better and it'll give them some ownership of their learning. Check in with your children and try to keep them to the timetable, but be flexible. If a task/activity is going well or they want more time, let it go on for longer where possible.

- If you have more than one child at home, think about combining their timetables. For example, they might exercise and do maths together – see what works for your household.
- Set up a working space if possible, and at the end of the day have a clear cut-off time to tidy away any equipment and show them that their 'school' day is over and stick the timetable up on the wall to support with timings of day.

Make time for exercise and breaks throughout the day

Have an active start each morning – there are lots of examples of how you could create some fun active time on the school PE blog. PE will be built into the suggested weekly timetables for home learners.

Keeping children safe online while home learning:

Whilst some of our pupils are learning at home, school and families will need to work together to fulfil our safeguarding duties by looking out for any signs that a child may be at risk while working online. If you as a parent/carer wish to report dangerous or inappropriate content in any of the online resources that school has put forward for your child to use, please contact us straight away by emailing the admin email address.

Below are additional resources to help parents and carers keep their children safe online:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and carers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

The designated senior leader, with overarching responsibility for this policy is the Deputy Headteacher, Mr D Lockwood.

Please note that these are specifically for matters relating to home learning and any other enquiries need to be made via the school office.

Early Years: reception@greenside-sch.org

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Year 3 and 4: years3and4@greenside-sch.org

Year 5 and 6: years5and6@greenside-sch.org

All other inquiries: admin.info@greenside-sch.org

If you have any questions about home learning provision, and especially if you are unsure if you or your family need to self-isolate, please do not hesitate to contact our school office at admin.info@greenside-sch.org