



Parkside Community Primary School

Remote Learning Policy

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Aims

To outline Parkside Community Primary School's approach for pupils that, from September 2020, will not be attending school as a result of government guidance or due to continued shielding.

To outline Parkside Community Primary School's expectations for staff that, will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, or due to government guidance, marking and planning for pupils.

Vision

We believe that children learn best when they are in an environment which encourages self expression, investigation, creativity and independence We aim to try to continue to maintain this focus as best we can in any lockdown scenario using online learning platforms.

At Parkside Community Primary School we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Contents:

- Class Home Learning Timetables
- Home Learning Activities
- Pupil Conferencing and Written Feedback
- Interventions
- Monitoring
- Key Worker Children in School
- Staff Responsibilities

Class Home Learning Timetable

Each Key Stage will have a weekly timetable. The timings on the timetable will just provide a guide to support parents to know how long their child should spend on each task and provide a structure for their child's day should they wish to follow it. Parents do not have to stick to this timetable, they can choose when in the day their child does each activity and how often they take breaks, as long as the tasks are completed by the teachers given deadline. The **only exception to this is online live lessons/conferences** as they will **have a set time and day for attendance**, which parents and children will be told in advance and must ensure they attend or notify the teacher/TA involved via the class email if they can't attend one, giving a reason and as much notice as possible.

EYFS timetable

Day	9.00am – 9.30am	9.30am – 10.30am	11.00am – 12.00pm	1.00pm- 3.00pm
Monday	Phonics Lesson Sent home via a video link	Story time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Tuesday	Phonics Lesson	Story Time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Wednesday Nursery Reception Zoom Call	Phonics Lesson	Story Time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Thursday	Phonics Lesson	Story Time Fine Motor PSED	Maths	Knowledge and Understanding of the World
Friday	Phonics Lesson	Story Time Fine Motor PSED	Maths	PHSE

KS1 Timetable 3 hours per day

Day	9.00 am – 9.20 am	9.30 am – 10.30 am	11.00 am – 12.00 pm	1.00 pm – 1:30 pm	1:30pm – 3.00pm Break at 2pm
Monday	Phonics Lesson Sent home via a video link	Handwriting	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Lesson
Tuesday Year 1	Phonics Lesson	English - Book of the week and	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Lesson

Zoom call		writing activities	(Can be made in Purple Mash or google form so it self checks)		
Wednesday	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Lesson
Thursday Year 2 Zoom call	Phonics Lesson	English - Book of the week and writing activities	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Lesson
Friday	Spelling Test	RE lesson	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Screen Free Activities set by class teachers

Example KS2 Timetable 4 hours per day

Day	9.00am –9.15am	9.30am –10.30am	11.00 am – 12.00 pm	1.00 pm – 1.15 pm	1.30 pm – 3.00 pm
Monday	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet (Can be made in Purple Mash or google form so it self checks)	Reading comprehension	Curriculum Lesson
Tuesday	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Lesson
Wednesday	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Lesson
Thursday Yr 5 Zoom Call	Spelling Lesson	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Curriculum Lesson
Friday Yr 3 Zoom call Yr 6 Zoom call	Spelling Test on Google Classroom/ Purple Mash	English lesson	Maths –White Rose video and link worksheet	Reading comprehension	Screen Free Time activities set by teachers

Home Learning Activities

In all work being set teachers should differentiate for any children who may need extra support or challenge, including SEND children. All work must have a clear learning objective included.

Any live lessons/meetings/conferences/video calls for home learning will be shared via Zoom or Google Meet.

Foundation Subjects

- Each lesson will have a subject focus and key objectives for that subject.
- Children and parents should be encouraged to record the activities they do on paper, with photos, homemade models, etc to share with their TA as part of their well-being call and with their teacher at the end of their pupil conference or via class email.

Science	Geography	PSHE
Computing	RE	PE
History	Music	Art/DT

Pupil Conferencing and Written Feedback

Interventions

Where possible interventions will continue online. These can be led by teachers, TAs or LSAs using Google Meet or Zoom.

Mrs Conley to oversee the provision of online interventions should children require them. Class teachers should contact them if they feel a child in their class would benefit from an online intervention.

Monitoring

Well-Being Calls

Each week the class TA will make a 5 minute well-being telephone call to each pupil in their class. This is an opportunity for the TA to connect with their class and check-in on them.

Key questions for well-being calls:

1. How are you?
2. How are you finding your work?
3. Do you need any resources?

After the well-being calls TAs should feedback to the class teacher any concerns, requests for support and any successes before Friday so that teachers can use that information to inform their planning and pupil conferencing. If at any time TAs or teachers have a serious concern about a child they should contact a DSP straight away and raise their concerns with them.

Non-Attendance/Completion of Work

Teachers/TAs should monitor children's attendance at online lessons, well-being calls and conferencing sessions and monitor children's completion of online work set. They should notify the SLT via email if a child is regularly missing learning and support sessions or if a child is regularly not completing work set. A member of the SLT will then follow this up with the family if needed.

Lessons and Work Set

An SLT member will have access to the school website or google classrooms to do regular checks on the work being set and completed to ensure it is meeting the needs of our pupils and that parents and students are engaging with the home learning. If it is felt that adjustments need to be made to our online home learning provision staff will be notified.

Keyworker Children in School

Follow timetables as above, children to be remain in their year groups wherever possible, these children may need more breaks/PE sessions etc

Managing key worker classes

- Individual children will do work set by their own class teacher
- Teacher's and TAs will be on a rota with one in school and one working from home
- Teacher's and TAs working from home will mark work and give feedback for the year group
- Class teachers will still need to check and mark the online learning completed by their class each week but feedback should also be given by Keyworker Teachers and TAs
- Leading live interventions if needed
- Read stories/novels to the children

Learning Support Assistants (LSAs) where children are not in school:

- Leading live differentiated phonics sessions for the children you support
- Leading live interventions online where needed

Home Provisions

- The school will loan Chromebooks to pupils who bubbles are closed or have doctor's evidence saying they need to self-isolate
- The school will provide data SIM cards where necessary
- The school will provide paper packs for home learning which matches the learning being done in school
- The school will provide pencils, 100 squares, number lines, paper or blank books
- The school will enable parents to upgrade their mobile data if needed or apply for 4g routers