



# Farnham Primary School

is a member of Pennine Academies Yorkshire

Headteacher: Mrs B Bains



## Remote Education Policy

This policy is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if your child is required to stay at home to self-isolate. Pupils who are self-isolating, but healthy and able can access learning at any point during isolation or absence. Remote Education can be accessed either online **and/or** through paper home learning packs containing information and worksheets for each week's lessons. Teachers will contact pupils via welfare telephone calls to ensure they have the appropriate equipment and resources at home to aid remote learning.

### Remote Education using Home Learning packs



We recognise that some pupils may not have suitable online access at home. Please inform the class teacher during welfare calls or contact the office if you cannot access online remote learning. We will endeavour to loan devices and mobile Wifi equipment wherever possible. These can be collected and signed for from school when you receive confirmation that a device has been allocated. Teachers will be able to monitor and support your child when they access the online learning on the borrowed school device.

However, another way to ensure your children are learning is through the use of home learning packs. Home learning packs can be collected by families who cannot access online learning or for those families who prefer this method of education. Please talk to your child's class teacher about this when you receive welfare calls.

### Online Remote Education

Pupils can access online learning through Google Classroom which is the easiest way to help pupils access the learning they would receive if they were in school. We aim to provide a broad and balanced curriculum although some considerations have to be made to adapt some subjects where needed. Google classrooms is super user-friendly and gives pupils access to materials no matter where they are. Pupils also have access to Purple Mash as a supplementary platform to enhance their learning. Pupils can communicate directly with their teachers to discuss any aspect of their work via these online platforms.



### **How to access online remote education**

All children have received login information to access online remote education via Google Classrooms and Purple Mash. All year groups will have live sessions at 9.00 am so that teachers can greet and introduce the learning for the day. They will set daily lessons outlining the learning objectives which may include introductory videos or additional learning aids before children are asked to complete a task. Pupils will be encouraged to access Purple Mash as a supplementary platform to enhance their learning across all subjects.

Children will have access to **live lessons** delivered by their class teacher throughout the day as well as **pre-recorded lessons** which have been uploaded on Google classroom for the day. The live lessons will be recorded and re-posted each day for pupils to access at a later stage. This will give parents the flexibility to manage their work alongside their children's education. **Teachers will ask children to turn their cameras and microphones off before they start recording lessons.**

Pupils and parents are encouraged to access this guide when logging to Google Classroom at home for the first time: <https://www.farnhamprimary.org.uk/home-learning/google-classroom>. Please contact the school office if you need your child's login information.

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take primary aged pupils broadly the following number of hours each day:

Nursery, Reception and Key Stage 1 (Year 1 & 2)	3 hours (approximately)
Key Stage 2 (Year 3,4,5,6)	4 hours (approximately)

### **How will my children be taught online?**

Teachers use Google Classroom to deliver a variety of remote teaching methods including pre-recorded lessons, voice over demonstrations and live 'face-to-face' teaching. Purple Mash is used at the teacher's discretion to consolidate prior learning. Through daily lessons for English, Maths and all other subjects, teachers are able to set work parallel to the National Curriculum objectives for their year group, ensuring that children do not miss out on valuable learning. We ensure children receive a broad and balanced curriculum to engage and cater for all interests. Learning materials will be shared with children, which may include videos to provide further instructions or explanation, supporting visual materials such as vocabulary or number mats and a set task which children are expected to complete for all subjects.

Google Classroom is designed so that children can 'hand in' work once completed which will then be marked by their teacher who will provide feedback. Whilst Google Classroom is designed to be accessed online, we encourage opportunities for children to practice and embed their written skills, therefore teachers may use it to set tasks which should be completed in their exercise books. Children are also encouraged to share work by uploading photographs which can be accessed by their teacher.

When using Purple Mash, children are required to work through their '2-DO' list. This may be an extended piece of writing, interactive puzzle or quiz. The learning objectives are clearly stated to ensure children understand the learning that is taking place. Children can add work to their try which can be viewed by their teacher.



### **Remote Learning for English**

Throughout Key Stage One, teachers deliver daily phonics lessons following the Read, Write Inc phonics scheme. Teachers differentiate their teaching to meet the needs of all pupils, therefore Set 1, 2 and 3 phonic sounds are delivered to pupils in the appropriate groups through pre-recorded or live lessons.

The English curriculum across Key stage 1 and Key stage 2 is taught through Power of Reading which provide pupils with an enhanced literary experience using high quality texts. Pupils are expected to complete daily English tasks through their Google Classroom following guidance from their teacher during the live or pre-recorded lessons.

Teachers ask pupils to submit their completed work through Google Classroom. However, to promote handwriting skills, pupils will be asked to complete some tasks in their English book at home. In Key Stage 2 this may be their extended writing piece which would require pupils to edit and redraft their writing. Where possible, pupils can then take a photograph and send this to their teacher via Google Classroom. Teachers will provide written feedback via Google Classroom to praise effort and comment on the quality of the pupil's work. Where appropriate, children will receive a 'next step' comment to allow them to embed their understanding further or an opportunity to improve their work using the feedback given. Teachers may ask pupils to self-reflect on their work and write a written response.



Teachers promote reading for pleasure through sharing stories with their pupils through pre-recorded or live lessons. Reading skills are taught using the school's guided reading structure. This gives teachers the opportunities to develop pupils' comprehension skills. Pupils are asked to complete comprehension questions via Google Classroom.

Spelling, grammar and punctuation are taught through weekly lessons, although teachers may set additional tasks to help pupils consolidate taught skills. This may include completing a daily grammar quiz and setting weekly spellings for pupils to learn before they complete a weekly spelling test.

### **Remote Learning for Maths**

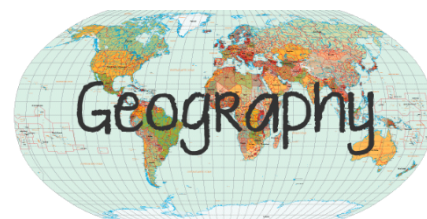
Farnham is providing remote learning driven by the White Rose Maths scheme and long term plan for each year group. Each outcome stated in the National Curriculum is broken down into smaller steps of learning to ensure as many children as possible meet the age expectations.



The school will use a range of slides and worksheets for each achievable step and assign them to individuals through Google Classroom. This includes sharing videos safely to provide an alternative way of learning or signposting to the free home learning site. Whether through live lessons, recorded lessons or prepared slides, children have access to achieve the intended lesson intention. Supplementary resources are used in many year groups, for example Purple Mash, the Oak Learning Academy, the school website, and from Years 2 to 6, the use of the daily mental arithmetic forms that the school uses normally.

### **Remote Learning for Science, History and Geography**

Pupils will receive a stimulating, relevant and purposeful curriculum that engages their interest. Teachers will continue to provide well-sequenced lessons, so that knowledge and skills are being built upon, following the National Curriculum objectives and Medium Term Plans. Pupils will have access to Live lessons or pre-recorded lessons, such as Oak Academy/ BBC videos and other portals such as Purple Mash to complement existing planning.



Due to the restrictions of home learning, some aspects of the curriculum may need to be adapted. Eg In terms of fieldwork for Geography, this would be hard to conduct at home however, pupils will be able to interpret fieldwork data that can be provided by the teacher and this can allow analysis of data.

### **Remote Learning for Art and DT**

While children are learning remotely there may be challenges for families because of the resources that they have available at home. Teachers continue to plan their lessons following the Medium

Term Plans and upload PowerPoints, voice overs and videos to Google Classroom to support those children learning in school and at home.

Teachers will suggest alternative resources that the children can use at home to support learning. An example might include using salt dough instead of clay. This gives children and families a chance to be creative in their own thinking. Teachers endeavour to give families as much notice as possible so that pupils can source the resources they need. For example, they might not have flour in the house but could get some with their weekly shop.



Teachers may also suggest some Oak National Academy lessons if this is appropriate to what the children are learning.

### **Remote Learning for Religious Education (RE)**



Teachers will continue to follow the appropriate year group RE planning which ensures full coverage of the Bradford Agreed syllabus in line with statutory requirements. We recognise that RE is a sensitive but very important subject and therefore the lessons and content are thought about very carefully. Children are able to access live or pre-recorded lessons to learn about the two key religions for their year groups. Videos are also uploaded which support and further develop their knowledge and understanding. In addition to the teaching, tasks are being set to check the children's understanding and teachers are marking and addressing any misconceptions and are able to challenge the children to think deeper. Google Classroom allows teachers to assign extra support materials for children who require them and they can be assigned to a select few, providing differentiation and meeting the learning needs of all the children.

### **Remote Learning for Personal Social Health Education (PSHE)**

PSHE is embedded in our core values. At all key stages we deliver and champion PSHE through our curriculum. This includes British Values and the promotion of equality and diversity. We adapt our delivery of PSHE to fit in with any challenges we may find in our diverse demographic area and we adapt to tackle and overcome barriers and misconceptions especially during this Covid-19 pandemic.





the Joe Wicks lessons which teachers will upload on Google classrooms. These can be accessed at any time. Teachers will add Oak National Academy lessons when this is appropriate.



### **Remote Learning in the Early Years**

In the Early Years we are offering a range of different methods to ensure that children are still meeting outcomes set out in The **Early Years Foundation Stage framework (EYFS)**. **These platforms will deliver daily work from across the curriculum to support you in delivering a broad and balanced home education to your children.**

Children in nursery have been provided with a Mini Mash log in. On here they can explore a virtual classroom and add work to their tray which can be viewed by their class teacher. Children have also been provided with a home learning pack. The home learning pack covers all aspects set out in the EYFS Framework. We are also sign posting parents to the '50 Things to Do Before You're Five' app, where parents can take part in activities from their own homes. Parents can download the app by following the link below.

<https://bradford.50thingstodo.org/app/os#!/whats-it-all-about>



The class teacher makes weekly phone calls to discuss how children are getting on and provide any further support. SEND children have been provided with resources that meet their individual needs.

In reception LIVE lessons will be taught through Google Classroom. The lesson is recorded so that it can be accessed at a different time. Lessons are differentiated to meet the needs of all children in the class. Work will then be uploaded for children to complete. When work is submitted teachers are able to mark this and provide written feedback.

Phonics lessons following the Read Write Inc scheme are pre-recorded for the children to watch and take part in at home. We encourage parents to join in with the phonic lessons with the children. To keep pupils physically active, teachers are providing uploading videos of PE lessons with Joe Wicks to the classroom every Friday morning. These are great fun and can be enjoyed by all members of the family. Reception children have also been provided with a Mini Mash login which is supplementary to the work provided on Google classroom. Reception teachers are making weekly phone calls to all children to ensure that they are accessing the work. During this time, teachers discuss any successes or issues the children have had that week.

### **Engagement and feedback**

As far as reasonably possible, the expectation is that children complete their daily work with the support of parents.

- Ensure your child has a clear routine including waking up at a sensible time.

- Ask your child to show you how they access online learning
- Encourage children to complete work to a high standard by following the instructions given by the teacher.
- Praise your child for continuing their education remotely.

We recommend that pupils have regular breaks and their work is interspersed with other activities, such as going for a walk, playing board games and reading for pleasure.

Please make the school aware if your child is ill or otherwise unable to complete work.

### **How can parents check whether their child is engaging with their work?**

Google Classroom and Purple Mash provide teachers with a clear overview of who has accessed the remote learning. This is monitored daily by teachers who may comment on the child's previous work to encourage them to continue. Teachers will be completing daily attendance register which is used to track the level of engagement. Teachers will also make regular welfare calls to speak with pupils and their parents to ensure children receive as much support as possible. When it is safe to do so, children will be asked to bring their English and Maths exercise books into school for teachers to check.



### **How does school assess children's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

As far as reasonably possible, teachers will provide the same quality written and verbal feedback that a pupil would receive in school. Both Google Classroom and Purple Mash allow teachers to provide immediate written feedback to children ensuring they receive appropriate praise for effort and feedback on the quality of their work. Where appropriate, children will receive a 'next step' comment to allow them to embed their understanding further or an opportunity to improve their work using the feedback given.

Teachers provide quality feedback to allow the children to understand how well they are performing against a given objective or target to ensure lessons challenge pupils appropriately. Teachers may at times ask children to self-reflect on their work and write a written response.

For the Early Years and Key Stage 1, the main source of evidence indicating that the children are engaging in remote learning, comes through parents uploading or emailing photographs of what their child has learned. Many families know how to manipulate the online worksheets to add the



child's answers to and can submit the completed work directly on Google Classroom. This is especially the case in Key Stage 2, where forms and quizzes are used regularly for mathematical purposes. All teachers can respond to children's work and make judgments of whether the child is participating highly, medium or low and producing good quality work each day. This can be followed up through weekly welfare calls.

Learning packs are provided by every year group as an alternative to online learning. These will include mathematical skills and learning matched to the block of learning being taught online and for the children in school.

### **Additional support for pupils with particular needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Pupils with SEND access online learning in the same way as other pupils, however this is personalised to their needs.
- Physical resources are provided to support pupils and parents with their activities.
- All children with an EHCP have been provided with devices and equipment as needed.
- Pupils with SEND receive an addition weekly phone call from the SENCO to check on their wellbeing and that they are accessing learning.

School understands the huge challenges parents face when children are accessing learning remotely from home. We endeavour to do all that we can to support you whether that is a welfare call, support with technical IT problems or the provision of photocopied work packs or other equipment to aid learning. Please be rest assured we will continue to provide the very best education for your children whilst they are at home and ask that you support us by ensuring your children adhere to the school day routine and are ready to learn at 9.00 am. This will ensure they are not missing out on important lessons and also help their mental health and well-being.

