



# Homework or remote learning and Remote Learning Policy

## Aims

Through these policies we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework or remote learning and remote learning as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## The Nature of Homework or remote learning and Remote Learning

It should be noted that homework or remote learning and remote learning can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework or remote learning there are a number of points to consider:

- The nature and type of homework or remote learning changes throughout a pupils school career.
- Amount and frequency of homework or remote learning should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
- Homework or remote learning should not cause undue stress on the pupil.
- It will not necessarily come in the form of a written task.
- Homework or remote learning should be set regularly from the Foundation Stage to Year 6.

## Role of the Class Teacher

- To set up regular homework or remote learning in an easily followed routine.
- To ensure that homework or remote learning is set consistently across classes in the year group.
- To share expectations of homework or remote learning in the termly year group newsletter.
- To ensure any homework or remote learning is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework or remote learning tasks.

### **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework or remote learning.
- To provide a suitable place for their child to carry out their homework or remote learning.
- To encourage and praise their child when they have completed their homework or remote learning.
- To become actively involved and support their child with homework or remote learning activities.
- To make it clear that they value homework or remote learning and they support the school by explaining how it can help learning.

### **Homework or remote learning Feedback**

We recognise that pupils benefit from feedback on their homework or remote learning as soon as possible. Much of the homework or remote learning, particularly in Lower KS2, KS1 and EYFS may not be formal paper exercises requiring formal marking.

Therefore, much of the feedback may be verbal from the teacher to the child; the format and timing of the feedback depending on the nature of the homework or remote learning and when the teacher assesses it.

With the older children, teachers will check that homework or remote learning has been completed, and, depending on the task, children may 'class mark' or 'self mark' their work under the direction of the teacher or teaching assistant. (Teachers do not always have time in the school day to mark individual children's homework or remote learning.) This may be followed by general feedback to the class.

We recognise and will reward the children for their efforts in homework or remote learning tasks in accordance with our school rewards system, i.e. with House Points or as part of our Sharing Assembly, when it is appropriate to do so. The school also welcomes constructive feedback from parents about their child's homework or remote learning.

## **Homework or remote learning Extension**

To engender a love of lifelong learning and to celebrate work done for the love of learning we acknowledge work done at home independently.

### **Bronze Badges**

These will be given for high quality, extra work done at home, or for something special they have done outside of school.

Mr Foley will decide if a piece of work or an activity counts.

The school will contact the parents to confirm a Bronze Badge has been awarded and at which assembly it will be awarded.

### **Silver Badges**

These will be either for a Head Teacher's competition, where Mr Foley will set a puzzle or challenge or earned by doing something for the good of the school community, such as helping out in the dinner hall or keeping coats/pegs neat for a period of time.

The school will contact the parents to confirm a Silver Badge has been awarded and at which assembly it will be awarded.

## **Remote Learning**

In the event of some or all children being required to work from home, due to unforeseen circumstances, wind, snow, and so on we will put this plan into operation.

### **How we will deliver learning?**

We will deliver learning mostly through remote platforms. EYFS and Year 1 will use Tapestry to deliver the curriculum and Year 2 to year 6 will use Google Classrooms. There will be a range of live and recorded resources and links to other learning made available. Daily lessons will be made available, throughout a week.

### **What shall we teach?**

The learning will use a variety of resources and resourcing. These will include a range of reading, writing and maths and focused work on a variety of other foundation subjects, linked to the topic work being studied at the time. Each individual year group will have their own specific plan for curriculum content to be studied.

### **How will we make sure that children are engaged in their learning?**

We will ensure the work is as accessible as possible, whilst we acknowledge that there is a vast difference between working at home and in a classroom. It is

important that children undertake their work, we need to work in partnership with the parent to ensure that this happens. If children are not engaging in what we are doing, we will try to communicate with them and their family to find out the barriers and try to address these.

How will we feedback on their work?

We will encourage peer and self-assessment processes, children marking and sharing their work with others, for example. In the event of a two week grouping closure we will share the work when the grouping returns and celebrate the work in class. We will take opportunities to check and celebrate outcomes.

How will we make sure that we are all okay?

One thing that both children and parents said they missed during the previous lock down is contact from the school and from teachers. Teachers will make sure that they contact and keep up with the children and will check in on children in a regular basis. We will also provide assemblies and other resources to check and to improve well-being, and to make sure that the community of the school is promoted even during a lockdown.

How will we make sure everyone is learning?

It is important that everyone can have access to learning, in a classroom this is much easier than when provided remote learning. We will provide work for all children and we will endeavour to make sure that all children can access and make progress. We will provide targeted work for some children, either through recorded or live lessons to enable these children to focus on specific gaps in their learning. It is also important the parents keep in contact with the school if work children are not able to access some of the work, we will be able to adapt it for their needs. Remember children are much more likely to be able to get on with something in a classroom environment and teachers are constantly working with children to explain and adapt their work so that they can move on in their learning, this is not always available in a remote learning environment.

Year: Reception

How we will deliver learning?
<p>The Early Years Team will</p> <ul style="list-style-type: none"> <li>• Record lessons. These will be accessible via Tapestry. Parents and children can view them at a time which is convenient to them. Lessons can be watched more than once so that children can consolidate and embed their learning.</li> <li>• Host a weekly zoom meeting. The focus of this will be the children's personal, social and emotional development. The zoom meeting gives the children an opportunity to see one another and catch up.</li> <li>• Provide a grid of optional activities to be completed at the families leisure (similar to homework heroes).</li> <li>• Ensure that the children have a significant number of books in their bug club library.</li> <li>• Make sure that learning is hands-on, creative and engaging for the youngest children in school.</li> </ul>
What shall we teach?
<p>The learning will be linked to the curriculum that would have been taught had the children been in school. At this age and as part of the Early Years curriculum, we will be focusing on the prime areas of learning which are Personal, Social and Emotional Development, Communication and Language and Physical Development.</p>
How will we make sure that children are engaged in their learning?
<p>The Early Years Team will ensure that all lessons are age appropriate. They will have the right amount of challenge for the cohort, thinking about their next steps in learning.</p> <p>During the phone call home, we will be offering alternative activities to engage disengaged children.</p> <p>For children with an EHCP the activities set will be linked to their personal targets. We will work in partnership with parents to ensure the learning set is accessible.</p>
How will we feedback on their work?
<p>The Early Years Team will comment on learning posted on Tapestry. We will praise the children for their positive learning behaviours in completing the work at home. Feedback will be personalised and visual for the children. The feedback may be in written form, a recorded video from the staff or a telephone call.</p>
How will we make sure that we are all okay?
<p>Over a two week period, members of the Early Years Team (teachers and teaching assistants) will contact children and families via phone. We want to make sure you are ok. We will send parents a message on tapestry to notify them that we will call from a withheld number and when it would be.</p>
How will we make sure everyone is learning?
<p>The Early Years Team will discuss in the initial phone call home how children and families are accessing the learning. This phone call will highlight any barriers to learning. We will work with parents to overcome these barriers ensuring that remote learning is a positive experience for all involved.</p>

## Year One

How we will deliver learning?
We will set work via the website. This will be in the form of a learning grid, with English, Maths and Topics activities set. Any resources needed will be available on the website, e.g. powerpoints etc. This will also be signposted on tapestry. We will share stories and short videos on tapestry that may be needed to accompany the learning, where required.
What shall we teach?
We will continue to use activelearn maths and will set learning games in the usual way. We will continue to set work on phonics and tricky words via spelling shed. We will continue to follow the Year One yearly plan, which will include elements of English, Maths, Science and General Knowledge.
How will we make sure that children are engaged in their learning?
We will ensure the work is as accessible as possible, whilst we acknowledge that there is a vast difference between working at home and in a classroom. It is important that children undertake their work and we will therefore have contact with the parents to ensure that this happens. If children are not engaging in what we are doing, we will try to communicate with them and their family to find out the barriers and try to address these.
We will respond to messages on tapestry. We will hold small group zoom meetings once a week, with a PSHE focus. These are intended as a way of touching base, rather than to give a lesson.
How will we feedback on their work? Dependent upon length of lockdown – if short, then on return, otherwise through email comments.
We will encourage all work to be shared on tapestry and feedback will be given when added to it.
In the event of a two week grouping closure we will share the work when the grouping returns and celebrate the work in class. We will take opportunities to check and celebrate outcomes for all children on tapestry, where we can.
How will we make sure that we are all okay?
We will ensure that we keep in contact with both the children and parents in our classes. Contact is available through tapestry and we will also have zoom meetings in small groups.
There will also be assemblies and other resources made available on the website to show that even in the event of a lockdown, the community of the school is promoted.
How will we make sure everyone is learning?
We will provide work for all children, which we aim to differentiate it to ensure that it is accessible and that all students will make progress. If children are finding accessing some of the work tricky we would appreciate the parents contacting us, so we can offer further support. We encourage parents to share all work on tapestry.

## Year 2

How we will deliver learning?
Google Classroom: lessons through a series of powerpoints, links and videos. Online activities available through Bug Club, Mathletics, Spelling Shed and Purple Mash.
What shall we teach?
Literacy through science topic work (animals) . Maths: Abacus scheme of work will be followed and continued from classroom teaching and learning. Phonics: this will be taught daily.
How will we make sure that children are engaged in their learning?
We will ensure the work is as accessible as possible, whilst we acknowledge that there is a vast difference between working at home and in a classroom. It is important that children undertake their work and we will therefore have contact with the parents to ensure that this happens. If children are not engaging in what we are doing, we will try to communicate with them and their family to find out the barriers and try to address these.
How will we feedback on their work?
We will aim to assess the children's work through the feedback feature of Google Classroom. In addition to this, the process of self-assessment is also encouraged. In the event of a two week grouping closure we will share the work when the grouping returns and celebrate the work in class. We will take opportunities to check and celebrate outcomes
How will we make sure that we are all okay?
We will ensure that we keep in contact with both the children and parents in our classes. Google Classroom offers video calls which we will aim to do once a week with the children. There will also be assemblies and other resources made available on the website to show that even in the event of a lockdown, the community of the school is promoted.
How will we make sure everyone is learning?
We will provide work for all children and will aim to differentiate it to ensure that it is accessible and that all students will make progress. Through the use of recorded and live lessons, we will provide targeted work when needed to focus on specific gaps in learning. If children are struggling to access some of the work, it is important for the parents to contact us and explain what they are struggling with. By doing this, we will then be able to adapt the work to make it suitable for their needs.



## Year 3

How we will deliver learning?
We will deliver learning through the use of Google Classroom. There will be a range of recorded resources and links to other learning in addition to daily lessons throughout the week.
What shall we teach?
<p>The learning will use a variety of resources and resourcing. These will include a range of reading, writing and maths and focused work on a variety of other foundation subjects, linked to the topic work. We will be covering the following topics:</p> <p>Maths: We will continue to follow the Active Learn plans focusing on addition, subtraction, multiplication and division.</p> <p>Literacy: We will be focusing on Spelling, Grammar, Punctuation and Comprehension.</p> <p>Topic: Science – How Plants Grow</p> <p>Phonics: We will continue to set Spelling Shed assignments related to the phase that your child is working at.</p> <p>In addition to this, your child will also have access to the following online programmes:</p> <p>Active Learn / Bug Club</p> <p>Mathletics</p> <p>Times Tables Rockstars</p> <p>Purple Mash</p>
How will we make sure that children are engaged in their learning?
We will ensure the work is as accessible as possible, whilst we acknowledge that there is a vast difference between working at home and in a classroom. It is important that children undertake their work and we will therefore have contact with the parents to ensure that this happens. If children are not engaging in what we are doing, we will try to communicate with them and their family to find out the barriers and try to address these.
How will we feedback on their work?
We will aim to assess the children's work through the feedback feature of Google Classroom. In addition to this, the process of self-assessment is also encouraged. In the event of a two week grouping closure we will share the work when the grouping returns and celebrate the work in class. We will take opportunities to check and celebrate outcomes
How will we make sure that we are all okay?
We will ensure that we keep in contact with both the children and parents in our classes. Google Classroom offers video calls which we will aim to do once a week with the children. There will also be assemblies and other resources made available on the website to show that even in the event of a lockdown, the community of the school is promoted.
How will we make sure everyone is learning?
We will provide work for all children and will aim to differentiate it to ensure that it is accessible and that all students will make progress. Through the use of recorded and live lessons, we will provide targeted work when needed to focus on specific gaps in learning. If children are struggling to access some of the work, it is important for the parents to contact us and explain what they are struggling with. By doing this, we will then be able to adapt the work to make it suitable for their needs.

## Year 4

How we will deliver learning?
<p>We will post learning online using google classrooms. There will be a week's lessons posted on Sunday so parents can select when they do it.</p> <p>We will also read a short story daily to the children which they can access through zoom. Weekly learning will also be uploaded on Purple Mash.</p>
What shall we teach?
<p>Daily literacy and numeracy lessons.</p> <p>S and L children to receive 1 x weekly zoom lesson.</p> <p>Inference and retrieval, prediction skills (listening to story).</p> <p>Topic learning, theme based, often practical.</p>
How will we make sure that children are engaged in their learning?
<p>We will contact them weekly.</p> <p>We will zoom them daily to read the story.</p> <p>We can also upload video or audio on Google classroom. We can also encourage children through the feed-back features on GC and share their work.</p>
How will we feedback on their work? Dependent upon length of lockdown – if short, then on return, otherwise through email comments.
<p>Google classroom also features assessment and feed-back facilities so we can send messages related to work directly to individual children.</p>
How will we make sure that we are all okay?
<p>Keep communication active: Purple Mash lets us establish an email system for children to communicate plus we can Zoom with classes and colleagues. PSHE based zoom class conferences.</p>
How will we make sure everyone is learning?
<p>Set engaging work on line of a varied style and broad curriculum. Monitor returned work. Provide feedback. Google Classroom is very useful for this as it has tools we need to fulfil this. Zoom class conferences regularly would help as past experience showed a very high level of engagement and enjoyment by the children.</p> <p>We will contact parents more regularly if their children do not interact online.</p>

## Year 5

How we will deliver learning?
Learning will be delivered using Google Classroom with a range of resources uploaded
What shall we teach?
<p>We will provide daily maths activities using either uploaded pixl resources or Abacus resources</p> <p>We will provide daily Literacy activities. This will follow a book that we are reading as a class. Pages will be uploaded for the children to read, then complete an activity based upon this.</p> <p>We will provide a weekly Topic activity which will involve independent research</p>
How will we make sure that children are engaged in their learning?
<p>We will be able to monitor work through Google Classroom</p> <p>We will provide regular opportunities for Zoom meetings to discuss the work with the children</p> <p>We will be accessible via email</p>
How will we feedback on their work?
We will feedback via Google Classroom. Children will be able to mark their own maths work as the answers will be provided. Feedback will not be provided for every activity.
How will we make sure that we are all okay?
We will stay in touch throughout any lockdown offering support
How will we make sure everyone is learning?
We will be able to monitor this through Google Classroom and regular zoom conversations

## Year 6

How we will deliver learning?
<p>We will deliver the learning on Google Classroom.</p> <p>Some work will also be set on Purple Mash (ICT) and on Active Learn, Timestable Rock stars or Spelling Shed if required.</p> <p>We may also deliver learning using other online resources where they are relevant, e.g. BBC Bitesize.</p> <p>Where necessary worksheets/power points or similar will be attached on Google Classroom for children to use.</p> <p>We will also try to make contact each week with our classes through a zoom session.</p> <p>A suggested weekly timetable will be given each week, though we are aware families will do the lessons in their own time as many parents will be working from home and may not do all the work on the suggested day.</p>
What shall we teach?
<p>We will be setting Maths and Literacy for each day – continuing with the work we have been doing in class.</p> <p>We will also be setting topic activities – at the moment in Year 6 this would be History, but would vary according to the topic each term.</p> <p>Work will be set for some of the following: French, Science, RE, Computing, Music and/or PSHE/PE according to what we would have been teaching in school that week.</p>
How will we make sure that children are engaged in their learning?
<p>We will be able to see and respond to their work on Google Classroom.</p> <p>In Zoom lessons children will be able to share and talk about work they have done/are doing with their class and teacher directly.</p> <p>We will give a good variety of activities that children can access independently (as not all will be able to have adult support).</p>
How will we feedback on their work?
<p>We will be able to feed back to individuals via Google Classroom.</p> <p>We can feed back to the class as a whole where there are whole class misconceptions or ideas to be shared on Zoom.</p>
How will we make sure that we are all okay?
<p>We will check with pupils via the class zoom sessions. If we identify any further support is needed we will contact families individually.</p>
How will we make sure everyone is learning?
<p>We will check for pupil's work being submitted via Google Classroom/Active Learn/Purple Mash.</p> <p>We will ask children to share their work with us in Zoom Sessions.</p>