



## **Remote Learning Policy**

DFE Operational Guidance July 21 states:

*'Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so.'*

The '**Stay at home guidance for households with possible or confirmed cases of coronavirus (COVID-19)**' infection states;

If you are fully vaccinated or aged under 18 years and 6 months **you are not required to self-isolate if you are a contact of someone who has tested positive for COVID-19.**

We will therefore NOT advise any child to stay at home who lives in the same household as another who has tested positive for COVID-19

We realise that the circumstances which cause our children to access remote learning will be affecting our families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: -

- Parents may be trying to work from home so access to technology may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level's;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Home learning encompasses a whole variety of activities instigated by teachers for parents to support children's learning. It can add much to a child's development. Children benefit greatly from the mutual support of teachers working with parents to encourage them to learn at home. At SFS we see home learning as an important way of establishing a meaningful dialogue between parents, children and teachers. One of the aims of our school is to encourage independent learners. Home learning is one way in which children can develop skills to learn for themselves and therefore develop their understanding further. We have used guidelines from the DfE to develop this policy.

Research into the impact of home learning demonstrates that home learning can have the following non-academic benefits for children:

- Learning the importance of responsibility for learning
- Managing their time effectively
- Developing study habits
- Developing perseverance – staying with a task until it is complete

### **Aims of this policy**

- To ensure a consistent approach to home learning throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for home learning.

- To ensure that teachers, parents and children are fully aware of the role they play with regards to home learning.

SFS will follow the recommendations of home learning research. It tells us that students are likely to learn best from home when teachers:

- Give information about how they can be contacted.
- Continue to teach in line with current, extensive planning that is already in place throughout the school.
- Give a reasonable amount of feedback to pupils and families on a pupil's learning.
- Avoid overwhelming students by giving them too many learning activities at once, recognising that learning remotely will be more difficult.
- Keeping minds active and happy, ready to return to school when the time comes is one of the most important factors.
- Activities should be set which children can complete on their own, encouraging independent learning.
- Set tasks that do not require the internet or tablet to access them are preferable, as some families will not have internet access to more than one device.
- Set work and tasks which will suit the age range and capabilities of the children and expected outcomes should be flexible.
- Allocate work that can be set in bite-sized chunks. Projects will be broken down.
- Provide a list of flexible tasks that cover different areas of the curriculum allowing children to choose the tasks that interest them.
- Give a variety of tasks, those which can be completed at the table, moving around and creative tasks.

#### Children should:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Only send messages and questions in relation to the tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything else beyond that.
- Read daily, either with an adult or independently.

#### Parents should:

- Support their child's learning to the best of their ability. Research supports the importance of vocabulary development from an early age. We would encourage parents to daily converse with their children about what they have learnt. Here are some examples of how you can encourage a conversation about learning:

Tell me about the most interesting thing you have learnt today.

How could you have improved your learning today?

What did you enjoy most about today's learning?

What do you predict you are going to be learning about next?

- Know that they can continue to contact their class teacher as normal through 'Google Classroom' if they need any support;
- Check their child's completed work encouraging the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom.
- Although some online lessons may be suggested they are not desirable for primary children as the teacher-pupil interaction is not easily replicated. Parents should refer to our safeguarding policy to ensure safe use of the internet along with reviewing the guidance posted in 'Staying Safe Online' in the Parent Zone section of the school's website.
- The table below details the provision that will be offered:

	<b>Stage 1</b> <b>Strategy for Curriculum delivery in the event of individual pupils being isolated for a short period - 2 day onwards(usually while awaiting results)</b>	<b>Stage 2</b> <b>Strategy for Curriculum delivery in the event of pupils receiving a positive PCR test</b>
EYFS	EYFS will share the Learning Objective and send some activities related to these. Due to the age of the children and the style of activities which encourage meaningful learning these may be practical, investigative activities. Activities will be linked to <b>Communication &amp; Language and Literacy and Maths</b>	Staff will send links to games and activities on schools 360. They will also share the Learning Objective and send some activities related to these. Due to the age of the children and the style of activities which encourage meaningful learning these may be practical, investigative activities. Mrs Ainslie will be available to respond to emails at 12pm. Please email before this time A member of staff will contact pupils via 'Google Meet' for 10 minutes per week to discuss their home learning.
KS1	Learning Objectives for <b>maths</b> and <b>literacy</b> will be shared for each day (day 2 onwards) and work will be sent home on Google classroom	Staff will set weekly tasks ( <b>maths / English / Theme</b> ) on the Google Classroom. They will provide a suggested time table for parents to follow. Throughout the week these tasks will support classroom learning. Tasks will take into account the resources that parents have access to at home and online learning. Parents can provide feedback from the tasks including photographs and load any work onto Google Classroom, where staff can comment. <b>Teachers will be in the classroom between the hours of 8.30am- 3.30pm and therefore be unable to respond to messages, however they will be available between 3.30pm and 4.30pm to check emails and respond to any queries.</b> <b>A member of staff will contact pupils via 'Google Meet' for 10 minutes per week to discuss their home learning.</b>
KS2	Learning Objectives for <b>maths</b> and <b>literacy</b> will be shared for each day (day 2 onwards) and work will be sent home on Google classroom	Staff will set weekly tasks Staff will set weekly tasks ( <b>maths / English / Theme</b> ) on the Google Classroom. They will provide a suggested time table for parents to follow. Throughout the week these tasks will support classroom learning. Tasks will take into account the resources that parents have access to at home and online learning. Parents can provide feedback from the tasks including photographs and load any work onto Google Classroom, where staff can comment. <b>Teachers will be in the classroom between the hours of 8.30am- 3.30pm and therefore be unable to respond to messages, however they will be available between 4.00pm-5.00pm to check emails and respond to any queries.</b> <b>A member of staff will contact pupils via 'Google Meet' for 10 minutes per week to discuss their home learning.</b>