Remote Learning Guidelines;

At Calmore infant School we have considered how we would provide remote learning if one child or a group of children were not able to come to school. Following the national lockdown in the Summer term, we have reflected upon what worked well and any improvements we could make.

These are the remote education expectations from the DFE;
Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

In developing these contingency plans, we expect schools to:
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Additional Guidance that is relevant to Infant School age children;

- We expect schools to consider these expectations in relation the pupils' age, stage and development or special educational needs, for example where this would place significant demands on parents' help or support.
- We expect schools to avoid an over reliance on long term projects or internet research activities.
- It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.
- Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage.

- Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

What is our policy at Calmore Infant School?

The aim of this policy:
- To ensure a consistent approach to remote learning for pupils that are not in school
- Set out expectations for staff, pupils and their carers with regards to remote learning
- Provide appropriate guidelines for data protection and online safety

If one or more children have to isolate at short notice:
- Teachers will make sure that the children have immediate access to a range of tasks that will be given via the school office for 2 days initially. This will allow staff time to prepare more personalised learning after day 2.
- Parents of children in Year R will use tapestry to receive learning and ideas for ways in which parents can support their child at home. Links are also available on the school website for parents to use for useful websites.
- Children in Key stage 1 will have work sent to them, either as paper copies or via email. Suggestions will be on the school website for useful websites to support home learning.
- It is not possible to stream live lessons from the classroom due to data protection and safeguarding requirements.
- Our expectation is that the work set will be relevant to the child's developmental needs. We acknowledge that young children do not learn best by just sitting at a screen and need a practical experience.

In the event of a national lockdown / whole bubble having to isolate:
- Relevant learning as above will be set for the children, with some adjustments made to ensure all children are given work that is appropriate.
- Teachers will set work that will be made available on the website where possible or sent via parent mail.
- This may include pre-recorded videos made available so that parents sharing devices with other family members can access in their own time. Teachers will not be expected to live stream lessons.
- Paper copies will be given to children without access to technology or internet access.
- If staff are isolating at home they will be expected to set work for their class, however if they are unwell, teachers in the same year group may provide work for the class affected.
- Staff will be available to support families with home learning, parents are advised to contact the school office in the initial instance. Teachers will respond to emails within 2 working days.
- Teachers will make regular contact with pupils (this will be proportionate to the number of children isolating).
- Teachers will be able to see work submitted via Purple Mash and teams (when established) through work submitted when requested to do so. There is no expectation for staff to respond to every piece of work submitted.
- Teams will be used to support home learning - this is currently being set up in school. Parents will be notified when this is ready for access and guidance will be sent to them.

Teachers are responsible for:
- Setting work for children in their class, adjusting the pitch and challenge to make it appropriate for pupils' needs.
- Where possible, setting tasks that mirror what the children would have been learning in their classroom at that point in time.
- Using other recognised resources such as Purple Mash, Oxford Owl, White Rose, Ruth Miskin phonics, BBC Bitesize, Oak National Academy to supplement the learning.
- Ensuring that time allotted to the tasks reflects the time usually given in class to the learning.

Parents and Children are responsible for:
- Be contactable during the school day if needed, we do not expect children to be at a screen all day.
- Complete the work set by the teacher.
- Seek help if they need it, via parent mail, email or phoning the school office.
- Let the teacher know if they are unable to complete work, including if the child is ill and unable to do the work.

The Overview.

EY's / KS1

The daily timetable will include:

- Maths – May be set by teachers on White Rose, BBC, Nrich or Purple Mash
- Reading – Using the Ruth Miskin links, Oxford Owl on line scheme or Purple Mash
- Writing – Using the work set by class teacher or Purple Mash
- Spelling/Phonics – using Ruth Miskin portal, Oxford Owl
- Two foundation subject- learning linked to the year group curriculum – Using the Oak National Academy.
- IT – using Purple Mash

The following areas are available online for support.

SUBJECT	WEB LINK	DETAIL
MATHS	https://whiterosemaths.com/homelearning/ https://nrich.maths.org/maths-at-home	Using White Rose maths, children will be guided to the appropriate year group they are in and to one of the topics available. They then select a lesson to complete; this includes a video and subsequent questions. Nrich has lots of good problem solving and maths investigations.
READING / PHONICS	https://home.oxfordowl.co.uk/reading/free-ebooks/ https://www.oxfordowl.co.uk/please-log-in https://www.ruthmiskin.com/en/find-out-more/parents/ You will also be sent a link to the relevant Ruth Miskin Schools portal to watch a pre-recorded lesson. The lesson link only works for 7 days.	Reading is everything. Read as much as you can at home as we celebrate our Year of Reading. Children are to read from their own reading book or download and read a free e-book from Oxford Owls - parents will be contacted with the correct Oxford Level for their child. Phonic activities based on the Phase your child is working from. Ruth Miskin site has good ideas and poetry sessions online.
SPELLING	High frequency word lists have been sent home for years 1 and 2.	Have a go at writing them in different ways- use them in sentences or make with magnetic letters.
FOUNDATION SUBJECTS	https://www.bbc.co.uk/bitesize/this-terms-topics OR https://classroom.thenational.academy/ PLUS https://www.purplemash.com/sch/calmoreinf	Your teacher will guide you whether to use BBC Bite Size OR the Oak Academy. Feel free to do extra. Children can select their year group and subject (science, history or geography) then complete a relevant learning activity linked to their classroom learning. Use your Purple Mash account to do some great IT work.