

Remote Learning at Valley Park Community Primary School



Policy and Aims January 2021

What is the INTENT of this policy?

Valley Park Primary School are committed to ensuring that no child gets left behind due to the recent Coronavirus pandemic. In order to ensure that learning continues in line with the Valley Park curriculum, a remote learning offer is in place for all children who attend the school. This could be used in the following circumstances:

- National school closures;
- Children who are subject to long periods of isolation, related to the coronavirus outbreak;
- Other forms of distance from school, due to the coronavirus pandemic.

IMPLEMENTATION

The Core Offer of Remote Learning

All pupils who remain at home should enter the online learning platform of ClassDojo, in the event of a school closure. From here, pupils will be able to:



Resilience

- Follow a teacher led timetable of 5 subjects per day;
- Access support resources including videos, worksheets and further guidance;
- Speak to teachers and support staff for ask for further support and guidance;
- Submit work in a personal portfolio and receive feedback on this each day.

What are the expected school hours through remote learning?

National guidance expects schools to provide remote learning for KS1 pupils for 3 hours, and to KS2 pupils for 4 hours per day.

Each year group is able to access 6 hours of learning at Valley Park. All year groups from 2FEL – Y6 can access 'live' learning through ClassDojo between the hours of 9am and 3pm. Within this time, teachers and support staff will be available to support pupils, primarily within their own classes, but also across other key stages and phases where appropriate.



Punctuality

We understand that remote learning can present many challenges for families, particularly when families are at a disadvantage (for example, not having the appropriate technological devices). Valley Park Primary School aim to provide extensive support to ALL children, and so adjustments are also made in the event that children cannot engage with learning online.

During this period of national lockdown (January 2021), schools will remain open to those who are vulnerable and for the children of critical workers. All other children will learn remotely, at least until February half term.

A definition of what is classified as a vulnerable children can be found on the DfE website.

Critical workers are classified as parents whose work is critical to the coronavirus response. Again, the most up to date list can be found on the DfE website.

Early Years providers are remaining open during this time (Nursery).

Safeguarding for Remote Learning

Please refer to the Mercia Learning Trust Remote Learning Policy for further guidance related to this.

Valley Park Community School is committed to safeguarding, and so a flowchart system provides information on how we will communicate with families if they are not accessing learning through the provided platform.

Day 1 of missed learning

A dojo message should be sent to the parent asking if any further support is needed from school in order to access learning.

Day 2 of missed learning

A dojo message will be sent by the class teaching assistant at 10am, and if no reply by 12pm, this will be followed up with a phone call.

This information will be added to the safeguarding system within school.

Day 3 of missed learning

A further phone call will be made to the family, and details added to the school safeguarding system.

Where there is no response, the school safeguarding team will be informed, who will take appropriate action.

Day 4 of missed learning

Further intervention of safeguarding team to ensure welfare of pupil.

All concerns related to the welfare of the child must be reported to Wendy Scott, Designated Safeguarding Lead.

Resourcing and Additional Support for Families

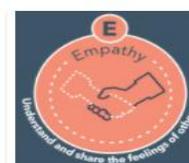
What if I do not have a laptop or device at home?

The following system will operate in the event that technological devices are not available to pupils:

- Paper based learning is available from the school office, or can be posted out to pupils upon request;
- School has funded a small amount of additional chrome books for loan by families to support the needs of their children. These are distributed on a needs basis, and are expected to be returned to school in good condition. We reserve the right to charge parents for any damage to laptops and/or iPads.

Stationary

All families will be sent a 'stationary pack' to ensure all children have the basic essentials needed to carry out remote learning tasks.



Which pupils will receive a stationary pack?

We will target those children who are most in need first. This will be pupils who are:

1. Classed as CIN (Children in Need)
2. Classed as CP (Child Protection)
3. In Reception where numbers of pupils currently engaging in online learning is lowest in school.

Once these have been sent out, packs will be organised for other pupils who are learning at home.

What will be inside the stationary packs?

Key Stage	Stationary included in each pack		
	Paper	Pens/Pencils	Other
Reception	1 x plain book	Pencil Coloured pencils	Sharpener Rubber Mini-whiteboard Whiteboard rubber Whiteboard pen Craft materials (glue, paper, etc)
Key Stage 1	1 x lined book 1 x squared book	Pencil Coloured pencils	Sharpener Rubber Mini-whiteboard Whiteboard rubber Whiteboard pen Ruler
Key Stage 2	1 x lined book 1 x squared book	Pencil Coloured pencils Handwriting pen	Sharpener Rubber Mini-whiteboard Whiteboard rubber Whiteboard pen

			Ruler
--	--	--	-------

Any additional resources can be requested via the school office, should a family need this to execute the remote learning provided.

Remote Learning and Welfare of Pupils and Staff

It is essential that during significantly challenging times, we are aware of the needs of our community.

For staff, this means:

- All staff will work remotely, unless they are supporting a critical worker bubble, or vital to the partial opening of the school;
- Leaders will ensure that additional meetings, briefings and other forms of communication are only held when absolutely essential, to ensure staff have time to move away from screens and fulfil personal wellbeing tasks (for example, going for a walk);
- Being mindful of the amount of screen time undertaken, and allowing regular breaks to move away from the screen where needed.

For pupils this means:

- Lessons are short, sharp but engaging to obtain ultimate engagement and motivation from all;
- Support is available for learning through the learning platform or through the school office;
- Teachers are mindful that activities set provide a range of tasks, which encourage both on and off screen learning.

For parents this means:

- Providing remote support for setting up new routines and systems from home;
- A 'balanced' day, where school will remove as many additional pressures as physically possible from a day of learning;
- Offering critical worker provision in school for those who really need it.

Rewards

At Valley Park, we are continuing to encourage excellence through a remote reward system, using the familiar platform of Class Dojo and 'dojos' as well as additional support through rewards for learning at home.



What rewards are in place?	What does this mean?
Dojo points	
Weekly reward chart for all pupils, completed each time they complete an activity.	<p>All pupils in school will be sent a reward chart, to use as an incentive by school for parents.</p> <p>If a child completes 4 out of the 5 learning tasks each day (with a total of 20 tasks completed each week), they will be entered for a 'teachergram.'</p> <ul style="list-style-type: none"> Completed reward charts will be sent to Sarah Moore-Billam by parents via DOJO each Friday morning; The Headteacher will decide and announce the winner each week, and conduct a home visit with a prize. This will be shared with parents on ClassDojo.
Postcards	Any member of staff can send postcards out to families to celebrate successes.

Pupil Premium and how we will support these through remote learning

The second national school closures will bring significant disadvantage to those who receive free school meals, and evidence shows that the impact of the lockdowns will be a significantly widened gap between those who receive the Pupil Premium and those who do not.

Throughout the lockdown, and using academic evidence as the basis for everything we do, Valley Park Primary School intends to:

What is the evidence base?	What are we going to do?	What is the intended outcome?
Creating a sense of belonging is essential to ensuring that upon return	Appointed a play therapist to develop strategies	Pupils can regulate when they come back into school,

pupils feel safe and comfortable within the school environment.	including 'keeping in mind' and 'nurture' provisions. Staff trained in this.	and report they feel safe and happy to do so.
More than ever before, Pupil Premium children need further expose to spoken words.	Develop the online reading provision with a focus on vocabulary.	The Pupil Premium word gap is not widened, and pupils are still exposed to a range of vocabulary strategies.
Those who have additional needs can be dysregulated and lack the motivation to want to complete remote learning.	Teach the children growth mindset and regulation strategies through assemblies and mindfulness sessions.	Pupils continue to develop their motivations for wanting to learn, in line with the personal development vision of the school.

Pupil Premium children will also receive stationary packs, additional phone calls and support from leaders, and additional targeted intervention in both academic and pastoral provision.

Teaching and Learning through Remote Learning

The purpose of remote learning is to ensure children are able to access an education, which is provided through the following:

- Follow a teacher led timetable of 5 subjects per day;
- Access support resources including videos, worksheets and further guidance;
- Speak to teachers and support staff for ask for further support and guidance;
- Submit work in a personal portfolio and receive feedback on this each day.

The learning menu each day looks as follows:

Wednesday

<p>Reading</p> <p>Read the text "Should Tikal be used to make money?" Answer the retrieval questions below:</p> <ol style="list-style-type: none"> 1. How much do tourists have to pay to enter Tikal? Paragraph 1. 2. What can the money from the entrance fee help to contribute to? Paragraph 2. 3. According to the text, in which nearby town do backpackers regularly stay in? Paragraph 3. 4. What is wrong with the area where Tikal is situated? Paragraph 4. 	<p>Writing/SPaG</p> <p>Use the image below to write 3 sentences which begin with an '-ing' opener. Example: Whistling through the trees, the wind snatched at Harry's scarf.</p> <p>Challenge – can you write 3 sentences which begin with An adverb opener?</p>  	<p>Maths</p> <p>Have a go at doing your number bonds to 1,000!</p> <p>Start by using whole hundreds, eg. 500 + 500.</p> <p>As a challenge, include tens and ones, eg. 321 + 679</p> 
<p>Fitness</p> <p>Fundamental Skills-Watch the video of Miss Charles on dojo (posted Wed am) working on some core balance skills which will help every aspect of any sport. I have just started doing these with my 9 year old son to improve his speed in football. Appropriate for all ages!</p> <p>Message us a video so we can see you trying!</p> 	<p>Science</p> <p>Do an experiment at home to see what solutions you can make – remember a solution is when you mix two things together, these can be solids and liquids or liquids and liquids.</p> <p>What variables can you alter for your experiments? Can you use hot and cold water? Can you mix some solids which dissolve and some which don't? Record your results in a table</p> 	<p>Uploaded my learning to Dojo</p> 

The learning menu should give clear instructions to pupils and parents what learning is taking place each day. This learning should be clear, progressive and follow the Valley Park Curriculum for Remote Learning (see policy).

Each morning, the learning menu for the day should be posted on Dojo, so that parents and children can see the expectations for the day.

For each task, supplementary materials should be provided, to ensure that children are able feel successful within each task. This could be a video from the teacher, breaking down the small steps of learning, a selection of photo stills or links to find further information.

The current learning timetable children should follow is:

	8.30am	9.00am	9.30am	11.00am		1.00pm	2.00pm	3.00pm +	
Monday	Preparation, Zoom meetings and getting ready.	Open classroom, post initial welcome video.	Post learning support documents for the day		L	Post afternoon learning + video. <i>Assembly</i>	Fitness (use own time for planning and responding)	C	A
Tuesday	Preparation, Zoom meetings and getting ready.	Open classroom, post menu and initial welcome video.	Post learning support documents for the day		U	Post afternoon learning + video. <i>Assembly</i>	Fitness (use own time for planning and responding)	L	D
Wednesday	Preparation, Zoom meetings and getting ready.	Open classroom, post menu and initial welcome video.	Post learning support documents for the day		N	Post afternoon learning + video. <i>Assembly</i>	Fitness (use own time for planning and responding)	O	M
Thursday	Preparation, Zoom meetings and getting ready.	Open classroom, post menu and initial welcome video.	Post learning support documents for the day		C	Post afternoon learning + video. <i>Assembly</i>	Fitness (use own time for planning and responding)	S	I
Friday	Preparation, Zoom meetings and getting ready.	Open classroom, post menu and initial welcome video.	Post learning support documents for the day		H	Post afternoon learning + video. <i>Assembly</i>	Fitness (use own time for planning and responding)	E	N

- Each day, reminders of being ‘learning ready’ should take place (remind the children what equipment is needed, good sitting habits and refer to growth mindset and regulation strategies throughout);
- Learning ‘time’ should be allocated as per the timetable above, however work can be posted in the morning collectively, so that parents can work through tasks at their own pace at home;
- Feedback should be constructive and related to the learning. Learning phone calls can also be made, for example for a child with SEND who may need additional instructions and support.
- Paper based learning will also be provided for the children, should they request it. They will need to collect this from the school office or arrange for it to be delivered.
- Feedback from children, families and staff will be gathered regularly to support the delivery of learning, and ensure it is having the most impact at home and school.

Assemblies

Leader visibility is also really important during this time, and leaders will conduct assemblies each day and post onto Class Dojo story and to individual pages where possible. Children both in school and outside of school can watch these and discuss this after.

Monday – Mrs Johnstone

Tuesday – Mrs Bustamante

Wednesday – Mrs Hall

Thursday – Mrs Scott

Friday – Mrs Johnstone

What should learning look like?

We know that remote learning is difficult and it presents many challenges, however we can still apply the same theories as teaching in the classroom. Learning tasks should be:

- Clear – do the children understand what they will have **learned** at the end of each task, rather than just ‘completing’ the task?
- Is the learning broken down into small steps, so that children can rehearse learning?
- Is there an opportunity for review and feedback?
- Is there an opportunity for children to consolidate learning?
- Can the child engage with what you have presented to them as a task?

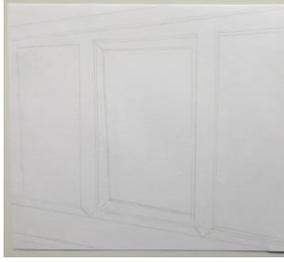
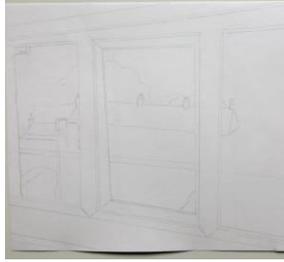
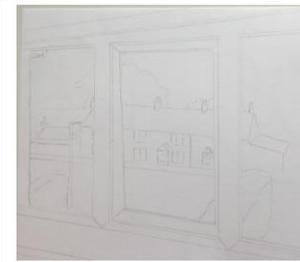
Examples of Presenting Learning

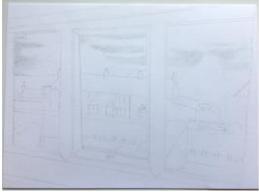
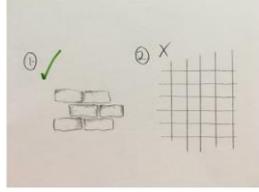
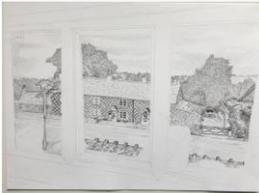
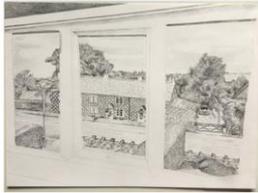
<i>Inputs should be shared in one of the following ways:</i>		
Photograph ‘stills’ showing the progress of knowledge and the expected outcome.	A teacher video sharing and modelling learning and ‘guiding’ children through it.	Full, taught, online lesson for children to interact with and follow (TBC)

It is good practise to demonstrate a range of teaching methods and maintain high levels of engagement from children.

Example of photograph ‘stills’

This is a great way of showing children how you would build skills over time. It is as simple as you completing the task, and then taking pictures at significant steps of the way. You may also want to add further detail (see example of specific teaching of drawing the bricks).

			
Basic outline and perspective lines moving to....	Further simple outlines moving to....	Adding window detail moving to....	Further detail moving to....

			
Adding tone and texture moving to....	Adding shading moving to...	Specific pre-teaching of the next school moving to...	Applying the new taught skill moving to...
			
Shading of the foreground moving to...	Further detail and definition moving to...	A beautiful endpoint, using guided teaching!	

Online Lessons

Morning registration time will be in place ASAP (Y1-6), as well as online interventions – further details to be confirmed.

Teacher Videos

Teaching videos are easily pulled together using a range of online materials. Current known programs are:

What	How
www.bandicam.com	Download onto your PC and record your screen. This also records sound, so you can talk to your flipchart.
LOOM	Download onto your PC and record your screen. This also records sound, so you can talk to your flipchart. You can also put the video of yourself onto this, so that pupils can see you whilst speaking.
Microsoft PowerPoint	Record flipcharts and embed into PowerPoints with further details.
Class Dojo PDF worksheets	Turn worksheets into PDF so that children can interact with them via a device, then send back via their portfolio.
Microsoft Maths	An app where you can take a photograph of a maths calculation, and it will answer it for you and provide a description.
Office Lens	Take a picture of your flipchart, handwritten work, scan it and put it online.

Impact of Remote Learning

The projected impact is simple. We want all children to:

- Feel that they still 'belong' to Valley Park, and as a result, on return to school will report that they feel safe in school;
- Continue to receive a great standard of education, and as a result, children do not fall behind current levels of attainment;
- Pupil Premium children continue to make progress and come to school, and as a result, Pupil Premium attendance is above 94% upon return (statistically accurate at the time of writing the policy, and measured on outcomes prior to lockdown).

We care. About Success. About Each Other.