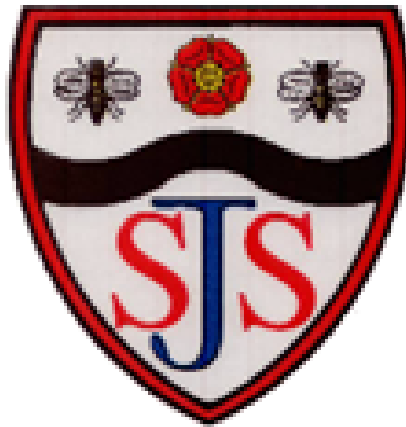


Shadsworth Junior School

Home Learning Procedure



Approved by:

Jackie Gallagher

Date:

Last reviewed on:

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Next review due by:

Easter 2021

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Aims

This remote learning policy aims to:

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

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between the hours of 8:30am – 3.30pm

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers will provide remote learning in the following circumstances:

- When an individual child is isolating
- When a class bubble closes
- When the whole school is subject to closure because of national Covid 19 restrictions

Children who are isolating

Learning packs will be provided for children who are self-isolating and awaiting a test, or living in a household where a family member is awaiting a test. Learning packs will be available for the household when school receives confirmation of the isolation period. Delivery and/or collection will be discussed with the family.

If a child tests negative they will return to school with the pack for marking and re-commence their learning in school.

Children living in a household where a family member tests positive

Learning packs will also be provided for individual children who live in a household where a family member has tested positive for Covid-19. These will cover the entire isolation period of 10 days excluding weekends. Teachers may assign the work in two parts if they feel this is appropriate. All work will reflect what has been set in class, to ensure learning is consistent.

When a class bubble closes

If the child tests positive, which then results in a whole class isolation period, teachers will move to an online learning approach through Learning by Questions.

- Children will log on to Learning by Questions each day. Teachers will provide a code by text for the day and may wish to upload explanatory video clips or links to the class pages of our website that support the learning.
- Activities must ensure continuity for children whilst they are away from school. Teachers may wish to use nationally recognised platforms such as Oak Academy or BBC Bitesize. However, all learning must tie in with current planning at that stage in the academic year.
- Year groups will continue to plan together to ensure a consistent approach across the year group. This may need to be carried out remotely by MS Teams / Zoom if a teacher is self-isolating.
- All remote learning will be broad, balanced and ambitious reflecting our high expectations for our pupils at all times.
- The amount of work set will be broadly equivalent to that which would have been set during a standard school day.
- Differentiation of activities and questions will be considered but it may be by outcome using LbQ. This software allows you to move ahead with support and a little explanation. The teacher will review each child's progress before setting future work.
- The LbQ questions get progressively more difficult so don't panic if it gets too hard – the teacher will spot this and pick it up when planning future lessons.
- Bounce with Baker will be broadcast each morning at 9:30am and filmed for future viewing later in the day. It is a practical session to get children moving and away from their screens.

School Closure

If the school is closed due to national Covid restrictions children will move to remote learning

- Children will need to be logged on to Learning by Questions and ready for registration at 9am
- Teachers will provide an online version of the curriculum that would have been taught in class. This will be broad, balanced and ambitious with consideration to the learning needs of the different ability groups.
- Teachers will provide four hours of work each day
- Teachers will be on hand throughout the day to offer support via text daily and regular zoom calls.

- The teacher and/or the teaching assistant will also make regular phone calls home to discuss the work with each child.
- LbQ shows engagement and progress of pupils and is monitored regularly by the teacher.
- A member of SLT or the office staff will be available to parents and carers for technical support should it be required.
- Key workers and vulnerable children will complete the work set by their class teacher each day. This will be carried out in school. All key worker and vulnerable pupils have been offered a school place on a full time basis. If they do not attend school, the work must be carried out remotely.
- For SEND pupils it might be that LbQ does not provide the best learning opportunities for pupils who are working below Band 2/3 and therefore they will have work set at an appropriate level by the class teacher. This may take the form of a work pack which will cover English, maths and topic work. In some cases this may need to be on an individual basis.

Remote Learning Spreadsheet

- Whenever a child is unable to attend school due to implications from Covid-19, teachers and/or teaching assistants must complete the Remote Learning Spreadsheet by 4.00pm each day
- If a child has not completed any work, contact will be made with parents/carers by the teacher or a member of SLT. This will be recorded with any relevant notes on the log.
- The log is monitored daily by the Headteacher and Pupil Wellbeing Co-ordinator.
- If a child continues to partially complete their remote learning, contact will be made with parents/carers by either a teacher or a member of SLT. This will be recorded with any relevant notes on the log. A garden visit will be also organised to see and speak to the family in person.
- The remote log is an essential tool that will provide a daily overview of engagement levels of children that can be scrutinised and actioned to ensure high levels of participation.
- The remote learning spreadsheet will be us to inform the data collection sheet required by the Local Authority.

Providing feedback on work

- Learning packs will be marked upon a pupil's return to school
- Teachers will monitor and view all work that is completed through Learning by Questions.
- Programmes such as Purple Mash and Times Tables Rock Stars will automatically mark work and offer feedback. Teachers are actively encouraged to use these platforms to ensure feedback is instant.
- Teachers may wish to collectively mark work and offer class feedback which may detail common misconceptions and areas of strength.
- Feedback will be provided through phone calls and class zoom sessions.
- When the period of home learning is over, no further marking will be required online.

Communication

- Teachers should only use the messaging service during the agreed hours. These are between 09.00am and 4.00pm.
- Communication through any form of online media must be strictly academically based. If parents wish to discuss anything else, they must book a telephone appointment with the school.

- If a Safeguarding concern is raised through our communications with families, this must be updated on CPOMS immediately.
- Parents/Carers have signed an IT Home/School Agreement when they collected a school device – this form also covers the safety aspects of using online platforms. If teachers find this has been broken, it must be reported to S.L.T. A senior leader will then follow this up.

Attending virtual meetings with staff, parents and pupils

- Teachers must follow the school's dress code when representing the school.
- Virtual meetings should take place on the school premises, if this is not possible, a quiet room with a neutral background should be chosen. Any calls made out of school has to be agreed by the Headteacher prior to the call being made.

Teaching Assistants

- When assisting with remote learning, teaching assistants must be available during their contracted hours.
- If a teaching assistant is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure
- If a teaching assistant is in isolation, work can be agreed with the Headteacher to be carried out at home.

Supporting pupils who aren't in school with learning remotely

- 1:1 support will continue wherever possible. SSAs will be available by phone / text to assist a pupil with their work
- For those children with SEN, the SENCO will liaise with families to ensure their child can access the work and make progress over time. Teachers will also offer support through zoom meetings and phone calls and ensure the work set is suitably differentiated.

Attending virtual meetings with teachers, parents and pupils

- Teaching Assistants must follow the school's dress code when representing the school.
- Virtual meetings should take place on the school premises, if this is not possible, a quiet room with a neutral background should be chosen.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – regular meetings with teachers and subject leaders, reviewing work set.
- Feedback from pupils and parents as appropriate.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Ensuring all safeguarding concerns involving remote learning are investigated and the appropriate action taken. Further details of our Safeguarding addendum during the Covid-19 pandemic are listed below under point 5 Safeguarding.

IT support via Computeam

IT support are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

Governing Body

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO.
- Issues with Learning by Questions – talk to Mr Hewitt
- Issues with behaviour – Senior Leadership Team
- Issues with IT – talk to IT support via Computeam using their online recording
- Issues with their own workload or wellbeing – talk to Mr Hewitt, Mrs West or Mrs Hetherington.
- Concerns about data protection – talk to the data protection officer, Mrs Murphy
- Concerns about safeguarding – talk to the DSL, Mrs Hetherington and/or Mr Mooney and/or Mr Hewitt. Include contact details where necessary.

Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Ensure they use a school based device
- Close down all programmes that contain sensitive information when not in use
- Never leave a laptop or iPad unattended

Processing Personal Data, GDPR

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

DSLs are acutely aware of the heightened safeguarding needs of our pupils during the pandemic. However, it is a joint staff responsibility to ensure all colleagues remain vigilant to safeguarding at all times. In light of our revised approach to remote learning, staff have been briefed on procedures and protocols to follow if any disclosures or concerns arise whilst children are engaging in learning remotely online.

COVID – 19 Addendum (additional information)

The DfE has published updated guidance on the full return to schools from September 2020 and can be accessed at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#contents>

This guidance outlines that as schools return to full operation, the following needs to be considered in relation to the safeguarding of pupils:

School leaders should provide more time to safeguarding leads and deputies to help support staff and pupils;

It is anticipated that during lockdown there may have been unseen and unknown safeguarding issues, and resources maybe required to meet any additional demand;

Communication with school nurses and public health officials should be robust to allow rapid and effective information sharing, response and support.

Monitoring arrangements

This policy will be reviewed on a three monthly basis by the Deputy Headteacher. At every review, it will be approved by Chair of the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour policy.
- Child protection policy and coronavirus addendum to our child protection policy.
- Data protection policy and privacy notices.
- Home-school agreement.
- ICT and internet acceptable use policy.
- Online safety policy.

Devices

If a child is having difficulty accessing their remote learning, school will endeavour to provide them with a suitable device if one is not available to them at home.

Paper Copies

In extenuating circumstances paper copies will be provided for children. This will be taken on a case by case basis and reviewed regularly.



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Home Learning Procedure

WB: 4th January - 8th January



We will be using a website called Learning By Questions- LBQ.

Each child will be sent a 3 letter code each morning via text.

They will need to logon to the LBQ website- www.lbq.org/Login this can also be found on our class page.

Find Connect as pupil and enter the 3 letter code they have been sent.

All children will have the password 7 blue clocks.



Where will I find my child's work?

1. We will send out the plan for the week via the email address we have for you. You can also go onto the [Shadsworth Junior school website](http://www.shadsworth-junior-school.co.uk) – Children - class pages - find your child's class.
2. Your child's teacher will upload instructions for the following week's learning.
3. Sometimes the teacher will ask you to access the LBQ (Learning By Questions) website. You will receive a code for your child to access their learning.
4. Your child will answer the questions and receive immediate feedback.
5. Please encourage your child to read the feedback as this will help their learning.

Other learning opportunities.



Your child may be asked to complete activities on:

- Learning By Questions - www.lbq.org/Login
- Purple mash- <https://www.purplemash.com/sch/shadsworth-bb1>
- check your child's 'To do' tasks.
- Times Table Rockstars- <https://play.trockstars.com/auth/school/student/27174> your child can practise these daily.
- Oxford Reading Tree - <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>
You can access free e-books, you just need to sign up with an email address.



Zoom

Each week your child's teacher will aim to have some live zoom sessions with your child's class. Please keep an eye out for any messages from school as we will send the meeting times and passwords to your contact number.



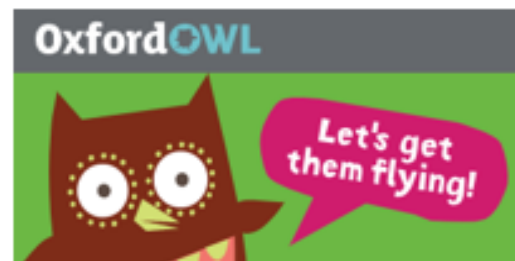
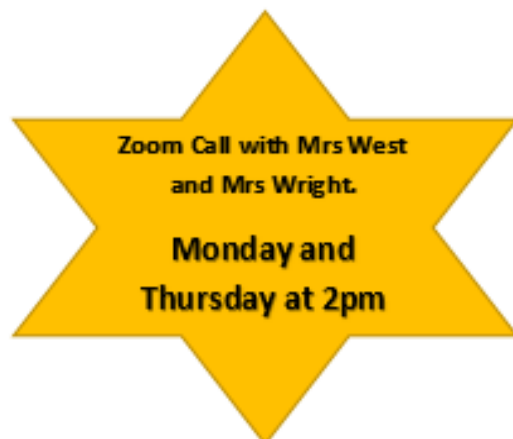
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Daily Timetable

8.45-9.00	Log in and check the plan for the day.
9.00- 9.30	Maths
9.30-9.45	Bounce with Baker
9.45 – 10.15	Complete Maths work.
10.15-11.15	Reading
11:15 – 11:30	Break Time
11:30 – 12:15	Writing
12:15 - 1:00	Lunch Time
1:00 – 1:15	Watch Newsround
1:15 – 2:00	Purple Mash / Times Tables Rock Stars
2:00 – 2:15	Break Time
2:15 – 3:15	Topic Work
3:15pm	Finish for the Day

In addition to this, there is also an expectation that children will do some of their own quiet reading from either a book they have brought home from school or by using the following online resource which has hundreds of books to choose from free of charge:




[Oxford Reading Tree Free e-Books](#)

Shadsworth Junior School

Home Learning Planning Sheet for Week Three 11th – 15th January 2021

This is a one week plan, so please don't expect to complete it in a day. The expectation is that your child will work their way through the plan each day. Each section will give you an idea of what to do each day and how long to spend on each task. This should be used in conjunction with the draft daily timetable. There is a good mixture of pen and paper work and online work to keep it interesting. Videos/ information to help your child with their learning can be found on our class page.

Day	Approach, What is it?	Tasks (both online and offline)			
		MATHS	READING	WRITING	TOPIC
Monday	ACTIVATE: Pupils think about what they have learnt in previous lessons that might now help them	<p>Practise tables on TTRS (10 mins)</p> <p>Find 10 or 100 more or less of a given number on LBQ</p> <p>Red- Green bottles subtraction. Do this physically first with some items from around the house.</p>	<p>Skara_Brae 1 LBQ – read and answer the questions.</p> <p>Red- Read 'The Star' Play the rhyming game. http://www.literactive.com/Download/live.asp?swf=story_files/washing_line_rhyme_US.swf Find the rhyming words in the poem.</p>	<p>Practise writing out your spelling words neatly. (Spelling list will be on our class page)</p> <p>Find your words in a book. Write them out in different colours, sizes, capital letters and swirly writing.</p> <p>Write sentences including your spelling words.</p> <p>Red-Practise writing the high frequency words using the correct letter formation.</p>	<p><u>Bronze Age</u></p> <p>Watch the video of the man making a bronze weapon. https://www.youtube.com/watch?v=Ohij1e2oZio</p> <p>Make notes of the stages.</p>
Tuesday	EXPLAIN: Explaining the teaching strategies and when to use them	<p>Play bond bubble on PM (10 mins)</p> <p>Add numbers with up to 3 digits (column method) on LBQ</p> <p>Red-Missing number calculations sheets 1,2,3</p>	<p>Skara_Brae 2 LBQ – read and answer the questions.</p> <p>Red- Read 'The Star' again. Choose a verse or read the whole poem. Create actions and perform it to someone in your house.</p>	<p>Identifying and using adjectives on LBQ.</p> <p>Red- Complete the capital letters and full stops practise sheet.</p>	<p><u>Art</u> On your daily walk, collect some different sized stones and make a picture with them.</p> 

<p>Wednesday</p>	<p>PRACTISE: Pupils practice strategies and skills repeatedly to develop independence</p>	<p>Practise tables on TTRS (10 mins)</p> <p>To measure and compare lengths in cm, mm and m. LBO</p> <p>Red- Addition and subtraction to 20 with a numberline sheets 1, 2 and 3</p>	<p>Skara Brae 3 LBO – read and answer the questions.</p> <p>Red-Answer the questions about 'The Star'.</p>	<p>Find an interesting spot in your house. You may look out of the window or in your bedroom. What can you see, hear, smell, touch, taste?</p> <p>Write a paragraph or some sentences about it.</p> <p>Red- Unscramble the sentences with pictures.</p>	<p><u>Spanish</u> Zoom with Senorita Valero at 2.15pm!</p> <p>Meeting ID: 731 7768 4379 Passcode: Spa3W21</p> <p>Please come and join us! 😊</p>
<p>Thursday</p>	<p>REFLECT: Pupils think about what they have learnt at the end of a piece of work</p>	<p>Complete 2 calculate + - 1, 10, 100 on PM (10 mins).</p> <p>To add and subtract lengths on LBO.</p> <p>Red- Make a list of ten things that are longer than your arm and ten that are shorter. You could do the same with your hand.</p>	<p>Make a list of the most interesting facts you found about Skara Brae.</p> <p>Red-Mark your answers with an adult. Correct any mistakes and notice what you did well and what you need to work on.</p>	<p>Use prepositions- LBO</p> <p>Red- Match phase 3 pictures and captions.</p>	<p><u>PSHCE</u></p> <p>Draw a big flower with big petals.</p> <p>On each petal write what your dreams and goals are. Draw you in the middle of the flower.</p>
<p>Friday</p>	<p>REVIEW: Revisiting previous learning after a gap acts as a reminder</p>	<p>Practise tables on TTRS (10 mins)</p> <p>Find the perimeter of simple 2D shapes on LBO.</p> <p>Red- Building brick addition 1,2,+3.</p>	<p>Would you like to visit Skara Brae? Can you give a reason why or why not? If you have found the information interesting you could some more of your own research on it.</p> <p>Red-What did you like about the poem? What didn't you like? Can you make a list of your favourite phrases or sections of the poem- magpie it!</p>	<p>All- Watch the video of https://www.literacyshed.com/the-present.html</p> <p>Retell the story in your own words. Use the correct punctuation!</p>	<p><u>Rocks and Soils</u> Research the different types of rock on the Rocks and soils sheet on the class page of the school website.</p> <p>Label the rock name and type.</p> <p>Check your answers with the second sheet.</p>