



Oreston Community Academy

Remote Learning Policy

September 2020



Rationale

During the COVID-19 pandemic, the vast majority of children will need to access learning remotely, as they are not able to go to school, and the school needs to set learning that is accessible to all of its learners. Home learning gives the children of Oreston Community Academy the opportunity to practise and learn essential skills and knowledge. Children can learn to take responsibility for, and gain independence in, their own learning and to broaden or consolidate learning already covered. Parents and carers at home are key in supporting children to access this learning in addition with guidance from the school teaching team.

Aims

- To facilitate learning remotely during the pandemic in cases where the school and/or bubble is required to close
- To provide home learning for any children who have to self-isolate
- To set guidance around expectations for learning remotely
- To make children responsible and independent for their own learning
- To give children the opportunity to broaden and consolidate their learning
- To give the children the opportunity to practise basic skills and learn essential knowledge
- To create a partnership with parents/carers in the learning process and the school team via Class Dojo (Yr1-6) or Tapestry (Foundation / Nursery)
- To ensure peer interactions through Class Dojo and Tapestry provide motivation and improve learning outcomes.
- To provide different approaches to remote learning to suit different types of families.
- To ensure pupils with SEND are able to access the learning.

The current Home learning policy expectation includes reading, a writing activity, maths and thematic activities. Our remote learning policy reflects this with a variety of learning activities set for children over the period of time that they are away from school. Learning activities set each week will be based on the theme the child is learning. Within this there will be exposure to the range of curriculum subject areas over the phase of remote learning. The teaching teams will ensure this is progressive based on what had been taught together with the future needs of the year group or individual.

Guiding Principles

Remote learning should be a meaningful time for a child that contributes positively to their learning.

To ensure this, staff follow certain guiding principles:

- Children should have access to the resources to complete their home learning.
- All children should have equal opportunities and equal access to resources required to complete the activities.
- Teachers will produce weekly home learning in cases where normal school services cannot be provided or for individuals who are required to self-isolate. These will outline the theme, activities and expectations for the week.
- Teachers should work with and support parents/carers in enabling children to complete their remote learning well through messages via Class Dojo and Tapestry.
- Teachers should keep parents/carers informed if there are any concerns about the standard of remote learning activities or the challenge of completion through Class Dojo and Tapestry.

- Teachers will ensure they reward children's learning by awarding Dojo points, virtual stickers, gold and silver awards to encourage children with their learning.

To ensure this, parents/carers will follow the certain guiding principles:

- Parents/carers will support their children in accessing the remote learning, as best as possible.
- If children or the parents/carers are finding the remote learning difficult to complete for differing reasons, they will communicate this with the class teacher, who will be able to offer additional support.
- Parents/carers will ensure that their children are completing the remote learning regularly and will send photos and examples twice a week via Class Dojo or Tapestry to celebrate the learning that has taken place.
- Parents/carers are encouraged to give rewards such as stickers, gold and silver awards to encourage children with their learning.

Accessing Remote Learning

Tailored Home Learning with a timetable of activities will be set by their teachers and posted on Class Dojo or Tapestry in the case of a child needing to isolate, year group closure or school closure. Oreston Community Academy hope that this provides a helpful routine for home learning and will support the children in making progress at home, whilst not being taught by their class teacher at school. This will also support your child's mental well-being and help to fill some of the day with some really worthwhile activities. In the case of a child needing to isolate, year group closure or school closure, work will be uploaded to the online platform (Class Dojo Portfolio or Tapestry account) after this is known to the school. If this is extended, the school will follow a pattern of home learning being uploaded on a Friday for children to complete for the following week. These will not need to be printed but can be used as a guide for the daily learning. There are suggested activities for each day which should engage a wide range of interests and enable families to learn together. Maths activities will be based on the White Rose resources. This links with our maths curriculum and also our approach to teaching with the Rosenshine Principles of reviewing prior learning incrementally. There are instructional videos available via the White Rose website, and activities provided. There are also answers provided to allow the children to self-check their learning. Writing activities will also be available as well as additional reading, spelling and more thematic activities. In the case of a child needing to isolate, year group closure or school closure, class teachers will upload 3 videos to Class Dojo or Tapestry per week.

In addition to this, there is bespoke support for children in EYFS and Key Stage 1 linked to our phonics Read Write Inc. Resources can be found on the website: <https://www.orestonacademy.com/curriculum/> Teachers will send bespoke learning and resources matched to the child's reading ability.

The minimum expectation for remote learning is daily practise of the basic skills and knowledge alongside the additional themed learning activities.

Equal Opportunities and Special Educational Needs

For those children who require an Individual Education Plan (IEP), the most recent copy of the documentation remains relevant and all parents have copies of these to reference. Education and Health Care Plan will continue to be monitored by the class teacher and the SENDCo. Annual reviews will continue to take place virtually. We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Class teachers will make regular contact to ensure that the learning is suitable. For those children on an IEP, there is a graduated response to home learning. Children will receive a bespoke home learning pack with activities linked to their specific IEP targets to maximise the progress being made.

Monitoring

The school will monitor the Class Dojo and Tapestry regularly. Oreston Community Academy very much encourage parents and carers to use Class Dojo and Tapestry to share learning, ask questions and celebrate successes at home with the child's teacher. If the school staff do not have communication with families via Class Dojo or Tapestry, class teachers will make direct contact with the families to offer support and advice. It is vital that all the children at Oreston Community Academy are accessing learning throughout this period of time. The senior leadership team will check that there is a consistent approach to the delivery of the remote learning policy. Within this monitoring, the team will be ensuring that there is full curriculum coverage.

Through families and staff working together, we will do our very best to limit the impact on children's learning and progress during a school closure or child self-isolating.

The leadership team will review the home learning available and evolve this over time, especially if the school is closed for a long period of time. We will follow the guiding principles and recommended resources from the Department for Education.