

The Friars Primary School
Cannon Street
Salford
M7 3EU

Remote & Home Learning Policy



Happiness – Achievement – Respect - Determination

Written by
M.Earnshaw

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Next Review: September 2023

1.1. This policy document relates to The Friars Primary School's vision statement and shared values:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: **happiness, achievement, respect and determination.**

1.2. Specifically, this policy supports our vision and shared values by:

- Put our pupils at the centre of everything we do.
- To foster a love of learning across all abilities.
- Promote high standards of education through, excellent teaching, rigorous assessment and analysis, enjoyment, encouragement and rewards.

1.3. This policy document is also intended to support our mission statement:

The Friars Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and **achievement**. Teaching and learning is based on accurate, reliable and timely information from assessment *of* learning and assessment *for* learning. Differences in learning are **respected** and our staff are **determined** to meet the needs of *all* children to promote high levels of **achievement**.

We are **determined** in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, **achievement** and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

1.4. Specifically, this policy document relates to the following aspects of the mission statement:

- excellent teaching,
- rigorous assessment and analysis
- enjoyment, encouragement and rewards

Aims

Through this policy we aim to:

- Ensure that parents and carers are clear about what their child is expected to do
- Ensure consistency of approach throughout the school
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning
- Encourage pupils and their parents and carers to share and enjoy learning experiences
- Reinforce work covered in class by providing further opportunities for individual learning
- To practise or consolidate basic skills and knowledge, especially in Maths and English
- To introduce new learning
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transition to secondary school

Home Learning while children are in school

KS1 & KS2 Expectations

- ▶ Homework sheets are not to go home
- ▶ Most homework will be provided through Seesaw
- ▶ During the first week, ensure that children understand how they can access their Seesaw account and how they use Seesaw
- ▶ If the task is written, make this explicit and get children to photograph their own written work
- ▶ On the day homework is shared, go through it with children where appropriate
- ▶ Homework will be loaded on a Friday to be completed by Friday.
- ▶ Spelling Shed & TTRockstar links to go on Seesaw
- ▶ Maths & Writing/Grammar task set on Seesaw
- ▶ Yr1 Phonics Cards to be sent home
- ▶ Reading Records checked daily

It should be noted that homework can be set in many different forms with many different expectations and outcomes.

1. The nature and type of homework changes throughout a pupils school career
2. Amount and frequency of homework should increase as a pupil gets older
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework will be set regularly from the Foundation Stage to Year 6.
6. Homework can be challenging, it is important for all pupils to "have a go".

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family.

If parents have any concerns they should not hesitate to contact the school.

Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are our school recommendations as appropriate time allocations for homework activities.

Early Years Foundation Stage Expectations

Work is set weekly and is designed so that parents can complete work and activities with their child.

These may include:

- Reading books
- Counting up and down stairs.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Letter and rhyme of the week
- Fastening and unfastening buttons and zips and tying shoelaces.

Remote Learning when children are not in school due to self-isolation or bubble/school closures

Teacher Expectations

Partner teachers will not be scheduled to be in school at the same time. Teachers at home will be responsible for remote learning activities. When providing remote learning, teachers are responsible for:

When providing remote learning, teachers must be available between 8.30am & 3.40pm

If they're 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.

EYFS, KS1 & KS2

Fundamental expectations

- Children are completing approximately 3 hours of online learning each day in KS1 and 4 hours in KS2
- Work will reflect the current teaching curriculum and will be differentiated and adapted according to individual needs as required.
- Teachers will contact pupils using Google Classroom, Seesaw and phone calls
 - If a pupil is completing work, this can be in the form of feedback via Seesaw
 - If a pupil is not completing work, a phone call will be made to remind them of expectations.
 - If non-engagement continues, teachers will inform SLT and send a letter home.
 - Phone calls will be made twice each week to support with work and provide additional feedback
 - If, after multiple attempts to contact families, there is still no complete work, a member of the SLT will make a phone call and send a letter home
- Jobs are shared between the teaching team including teaching assistants. This can include making and setting work, reading books and instructions or contacting families
- Teachers are providing Google Meets twice daily in KS1 & 2 and once daily in EYFS
- Formative independent assessments tasks will be provided regularly to ensure that learning is taking place

KS1 & KS2 Specific expectations

- ▶ Work will be provided through Seesaw and children can record written tasks in their Home Learning books
- ▶ Staff will set 5 each of maths, reading and writing tasks per week
- ▶ Staff will upload audio of themselves reading the parts of the book that is current
- ▶ Photographs of specific pages/paragraphs can also be taken
- ▶ Staff will provide 1 maths and 1 writing teaching demonstration daily. This can be in the form of Live Lessons recorded by external agencies such as Oak Academy, White Rose Maths and Ruth Miskin Phonics
- ▶ These tasks can be shared within a year group
- ▶ Relevant tasks for foundation subjects matching expected teaching in school will be uploaded; one per day
- ▶ Children can respond with photographs of written work
- ▶ Yr1 Phonics Cards to be sent home
- ▶ A request for children to upload a video of them reading weekly

Staff will ensure that children have access to

<https://trockstars.com/>

<https://www.spellingshed.com/en-gb/>

<https://www.cosmickids.com/>

<https://www.oxfordowl.co.uk/>

Work is set daily and uploaded to Seesaw by 10am each morning. It is designed so that parents can complete work and activities with their child.

These will include:

- Daily Phonics
- Reading books
- Maths activities
- Reciting nursery and counting rhymes.
- Writing and fine motor activities
- Letter and rhyme of the week
- Activities linked to the EYFSP curriculum

Home Learning – In the case of a child not attending even though the ‘bubble’ is still open

Remote Learning Expectation should a child be off school for any COVID-19 related reason. This includes bubble isolation, isolation due to own or family symptoms or a confirmed case of COVID-19

- ▶ Work will be provided through Seesaw and children can record written tasks in their Home Learning books
- ▶ Staff will set 5 each of maths, reading and writing tasks which are relevant to the current learning. These can include White Rose Maths Hub activities, Youtube clips, BBC Bitesize links and sentence level activities
- ▶ These tasks can be shared within a year group
- ▶ One science activity per week should be shared. There is a large bank of these on the Seesaw Community Library
- ▶ Children can respond with photographs of written work
- ▶ Yr1 Phonics Cards to be sent home
- ▶ A request for children to upload a video of them reading weekly

Staff will ensure that children have access to

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Feedback

Teachers will make best endeavours to mark work using the Seesaw App’s marking scheme. They will provide next steps for children in 1 out of every 4 pieces of work that children complete, as per the school’s marking policy.

Early Years Foundation Stage Expectations

Work is set weekly and is designed so that parents can complete work and activities with their child.

These will include:

- Daily Phonics
- Reading books
- Maths activities
- Reciting nursery and counting rhymes.
- Writing and fine motor activities
- Letter and rhyme of the week
- Activities linked to the EYFSP curriculum

Senior leadership Expectations

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead Expectations

DSLs must be available between 8.30am & 3.40pm

If they're 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.

The role of the DSLs does not change when Remote Learning is being applied. All Safeguarding concerns will be flagged using CPOMS. If there is an immediate need for a DSL referral, the first discussion will be with an on-site DSL who may then discuss roles with the other DSLs.

Pupils and parents

Staff can expect pupils learning remotely to:

Insert details, such as:

- 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

If work is not being completed, staff will alert a Senior Leader.

The scaffolded response will be:

- A teacher contacts the parent and informs them of the need for work to be completed
- A letter is sent from the teacher highlighting the need to complete work
- A Senior Leader will contact parents
- A letter is sent from the Head Teacher

Data Protection

Accessing personal data

Staff do not need to access personal data for remote learning purposes, all staff members will use a school email account and children will be provided with their own login.

Processing personal data

Staff do not need to process personal data for remote learning purposes, all staff members will use a school email account and children will be provided with their own login.

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)

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