



# Stivichall Remote Learning Guidance for Parents

**Policy last reviewed:** February 2021

**Reviewed by:** J. Hallas

**Agreed by governors:** n/a

**Shared with staff:** February 2021

**Frequency of review:** Bi-annually

**Date of next review:** November 2022

*Learning at Stivichall is a passport for life*

This plan is to be read alongside the Remote Learning Policy, Behaviour Policy, Child Protection and Safeguarding Policy, Data Protection Policy and Online Safety Policy.

This primary intention of this document is to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **What should my child expect from immediate remote education in the first day of pupils being sent home?**

In the event of a whole school closure, for the first day, pupils will access learning following links on the school website and making use of existing homework platforms such as Spelling Shed, Mathletics, Purple Mash. Pupils can also continue to read their school reading books.

Following the first day, we will teach the same curriculum remotely as we do in school wherever possible and appropriate.

### **How can I contact school during this time?**

During this period, we are encouraging families to communicate with us using the following methods:

- Telephone to school office
- Email to [school@stivichall.coventry.sch.uk](mailto:school@stivichall.coventry.sch.uk)
- Children can communicate with teachers via Seesaw

### **How will my child be taught remotely and how do they access online remote education that is provided?**

Seesaw will be used to share work that mirrors that provided in the classroom with children who need to self-isolate or during school closures due to local or national restrictions. This will exclude planned holiday periods and will not be provided for children who are absent due to illness or other leave. Work will be scheduled to appear by 8.30am each day where possible. Within year groups, tasks set are identical to ensure parity of provision and to support work life balance for teachers (see Appendix 1).

This work will mirror the classroom-based learning as much as possible and will include:

- Daily Reading
- Maths 5 A day
- Grammar and Spelling
- English
- Maths
- Wider curriculum activities

Set tasks can include scanned text book pages, WhiteRose Maths, Spelling Shed, Power of Reading extracts and tasks as well as DfE recommended resources such as Oak Academy. The curriculum content for remote learning reflects, as much as possible, what would be taught when school is fully open (see appendix 2).

Children access this information online; their work can and should be uploaded via Seesaw. Children can work on paper or on their own new documents (e.g. within Word or PowerPoint) online, whichever is available and best suits the task set. This could be video, photograph, scanned work or an uploaded document.

Tasks will limit the amount of printing a child needs to do and avoid being worksheet based as much as possible. Activities away from the screen are beneficial so games, activities, exploratory challenges that move learning forward and engage children will be included.

### **How will learning meet my child's needs?**

Where appropriate, three levels of challenge will be offered for children to choose from.

Differentiation by outcome may be used although teachers will also provide pupils and parents with guidance on what might be expected in terms of content/features etc. Non-negotiables will be shared to help pupils and parents manage, understand and focus on year group expectations. In addition, some guidance might be provided as to how long a task might take, without being overly prescriptive.

### **Will there be any pre-recorded or live content?**

To support children to be able to access as much of their learning as possible independently (particularly in younger year groups), each year group will upload pre-recorded sessions as part of their daily learning diet. The number of these will depend on the lesson requirements and observations from feedback. For example, if a number of children had the same misconception linked to a piece of work, a pre-recorded explanation of the skill / concept may be used to feedback to the children. Some lessons benefit from a verbal explanation or modelling, so staff may use a pre-recorded video to deliver this lesson. Stories may also be shared via a pre-recorded video to promote reading for pleasure.

Where appropriate, teachers will also make use of recommended high quality online recorded content such as Oak Academy.

Three times a week, staff will deliver a live morning welcome to the whole class (children in school and at home) where they will go through an outline of the day, achievements and misconceptions from the day before and key messages.

On mornings where there is no live welcome, a daily message will be written or video recorded and added each morning to Seesaw to inform children what to expect in terms of their learning for the day, provide a motivational message and share any news.

### **How will school feedback on my child's work and progress?**

To help promote independence and self-assessment, answer sheets can be uploaded to allow children to self-mark where needed – these may be scheduled a day after the task is set with expectations shared with children.

Teachers and support staff will respond to work uploaded and provide feedback to move learning forward but are not expected to respond to each individual piece of work or to answer every comment. Feedback may be a visual symbol such as a like or suitable emoji, alternatively, it may be a written or audio comment. Sometimes children might engage in whole-class quizzes which are marked automatically via digital platforms to provide feedback on their progress. There needs to be a balance between acknowledging hard work and effort, feeding back to move learning forward and maintaining a good work life balance.

### **Will the star of the week awards continue?**

Children's achievements will continue to be celebrated by awarding a star of the week every Friday. This will be presented on Seesaw as an announcement to the class. This could include examples of the children's work. Where it does, the children will be asked for their permission to share their work. No photos of the children will be shared.

### **What else do I need to know about the online content for my child?**

The Stivichall values and effective learning behaviours will continue to be promoted through class and whole school assemblies (themes will follow the agreed rota accessible via SharePoint). Key events that would usually be promoted and participated in at school continue to be shared and activities set based on these such as Online Safety week, Anti-bullying week and Children's Mental Health week.

PSHE materials will be provided for all year groups by the PSHE lead and other subject leaders may also provide ideas to be shared with children across different year groups.

Mental health and wellbeing are considered when planning our curriculum, therefore, opportunities for learning outside the classroom continue to be promoted. Brain breaks and regular physical activity are built into class provision.

The breadth and balance of the Stivichall curriculum continue to be offered via content from specialist teachers in subjects such as Art and Languages.

### **Wellbeing calls**

Fortnightly, groups of children from a class will receive a small group call to see how they are getting on at home, give them a chance to interact with a member of staff and their peers and ask any questions about home learning.

### **How will the school work with me to help my child who needs additional support from adults at home to access remote education?**

Appropriate child-specific activities will be uploaded to Seesaw weekly ensuring pupils can work towards their IEP/ EHCP targets.

In the event of school closure, remote 1:1 interventions will be scheduled via MS Teams or Zoom to ensure children continue to make progress towards any targets specified in IEPs and EHCPs through specified interventions.

When required, staff will contact pupils to ensure they can access tasks, model activities, feedback and support parents as necessary.

### **If my child does not have digital or online access, how will the school support them to access remote education?**

A concerted effort will be made to plan for those children who cannot access the internet. A pack of work will be prepared for these children which will either be picked up from the school office or delivered by us as needed. It is acknowledged that much content is, by its nature, internet based and packs may, therefore, not always be as complete as the online provision; however, teachers must remain mindful of those children from whom access to the internet is restricted for various reasons.

Similarly, children who do not have resources to complete tasks will need to be supported with the provision of materials.

Teachers and school leaders will consider whether pupils are eligible for digital support including loan of school IT resources or, alternatively, should be considered as vulnerable and offered a place in school.

If parents need any support related to accessing online learning, they should make contact via one of the following channels:

Email – [ictsupport@stivichall.coventry.sch.uk](mailto:ictsupport@stivichall.coventry.sch.uk)  
[school@stivichall.coventry.sch.uk](mailto:school@stivichall.coventry.sch.uk)

Telephone – 02476 419555

### **SEESAW**

#### **What happens if my child still attends school?**

In the case of school closure, it is expected that some children will remain in school (critical worker children and vulnerable children). As during lockdown, these children will complete tasks set for their year group on Seesaw with other curriculum engagement activities in place.

#### **What are our expectations for my child's engagement?**

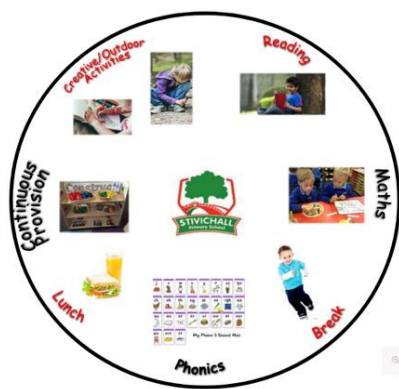
We are providing work with the intention of it being available and accessible to all but cannot insist that pupils complete and upload this work. Some may access and complete work at home without then uploading it; others may work on tasks set by parents. Our role is to offer support and guidance and to ensure that we have at least weekly contact with all children whether via Seesaw or telephone.

In the event that children are not engaging with the work set on Seesaw or live content, staff will contact parents to notify them and offer support.

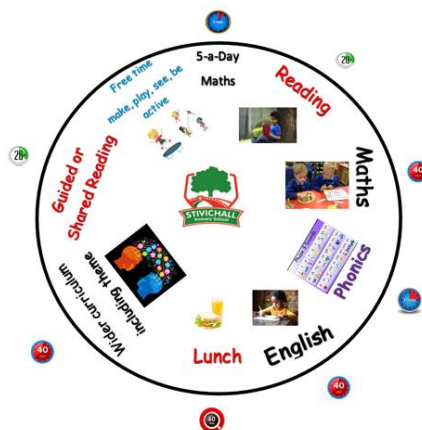
## Suggested daily timetable

The suggested 'timetable' below outlines the activities and approximate time to spend on these areas of learning each day. We recognise that during periods of self-isolation or local restrictions, each family will have different circumstances around which they will find a routine and structure to the day that works best for them. Children do thrive on routine and structure so establishing this may help when encouraging their learning at home. We understand that the suggested timings of activities cannot always be followed and the wellbeing and health of children and their families must take precedence.

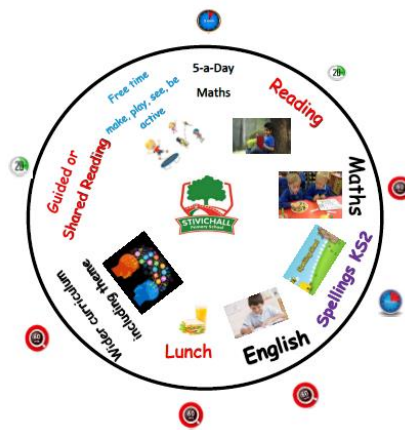
### RECEPTION CLASSES



### KEY STAGE 1



### KEY STAGE 2



## What happens if my child is not in school because they are self-isolating?

Where individuals or groups of children are self-isolating, remote learning will be shared using the Flip planning or PowerPoint prepared by the teacher and shared in class. Feedback will be provided daily by the class teacher or a member of support staff but this will reflect the fact that the teacher is on site teaching the rest of their class. Should a whole class or year group need to self-isolate and the class teacher or a member of support staff need to work remotely, feedback will focus on key tasks identified by the class teacher with pupils encouraged to self-edit and self-mark where appropriate.

## What will happen when my child returns to school?

When children return to school, we hope to take time to reflect and celebrate the work completed at home and in school, either via visiting key pieces of work on Seesaw or via learning in books. The structure and routine of the school day will remain largely the same to provide a swift return to normality. Staff will plan following our recovery curriculum guidance and pupils will be given the opportunity to reflect on the following questions:

**Remote learning:** How was it for you? What did you like about it? What did you find difficult? Why? What can we learn from our answers? How are you feeling about being back at school? Why?

Pupils will be reminded about our protective behaviours work and the importance of speaking to an adult if they are worried about something. All staff will be alert and proactive in rebuilding relationships and addressing needs as they arise.

Appendix 1

**Stivichall Primary School Remote Learning Plan**

**In Reception, remote learning (including teaching and independent tasks) will take pupils approximately 3 hours per day**

<b>Daily</b>	<b>Weekly</b>
Welcome message either live or recorded A range of practical activities Phonics, Maths and Literacy tasks usually supported by a recorded lesson Useful links to websites and activities Daily announcements to share information Daily feedback on uploaded work Shared daily read	Videos and/ or learning prompts demonstrating key skills in Maths, Phonics and Literacy Sharing stories through videos Guidance for parents Videoclips demonstrating key skills and activities across the curriculum Online access to reading books and resources to promote early reading Celebration award via Seesaw P4C sticky question to explore together Music lesson through Charanga Phase newsletter to celebrate successes and provide information Fortnightly live wellbeing session on Zoom for children not in school

**In KS1, remote learning (including teaching and independent tasks) will take pupils approximately 3 hours per day**











<b>Daily</b>	<b>Weekly</b>
Welcome message either live or recorded A range of practical activities Phonics, Maths and Literacy tasks usually supported by a recorded lesson Daily 5 a day for Maths Useful websites linked to activities Daily announcements to share information Daily feedback on uploaded work	Videos and/ or learning prompts demonstrating key skills in Maths, Phonics and Literacy Sharing stories through videos with follow up tasks Guidance for parents Voice recorded feedback Videoclips demonstrating key skills and activities across the curriculum Online access to reading books via Collins E-library Quizzes and tests on core content Celebration award via Seesaw

Shared daily read	<p>P4C sticky question to explore together</p> <p>Music Lesson through Charanga</p> <p>Art recorded lesson</p> <p>Fortnightly live wellbeing session on Zoom for children not in school</p>
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**In KS2, remote learning (including teaching and independent tasks) will take pupils approximately 4 hours per day**

<b>Daily</b>	<b>Weekly</b>
<p>Welcome message either live or recorded</p> <p>Voice recording any class texts or extracts for English to support SEND pupils</p> <p>Daily 5-a-day for Maths with opportunity to self-assess at the end of the week.</p> <p>Daily announcements to share information</p> <p>Daily feedback on uploaded work</p> <p>BBC maths and other useful links such as Oak Academy</p> <p>Sharing a child's post with the class to enable them to see the work/comment/interact with friends</p> <p>Weblink guides to enable different levels of support</p> <p>Shared daily read</p>	<p>Modelling a calculation or modelled writing via live or recorded lesson</p> <p>Sharing stories through videos with follow up tasks</p> <p>Challenge of the week sometimes with video i.e. link to a PE challenge or STEM challenge</p> <p>Voice recorded feedback</p> <p>Online access to reading books via Collins E-library</p> <p>Class stories read in instalments</p> <p>Pre-recorded spelling test videos</p> <p>Peer support through teaching the class (a particular method/concept/skill) via a video or camera link</p> <p>Pre-learning research tasks as appropriate</p> <p>Quizzes and tests on core content</p> <p>Celebration award via Seesaw</p> <p>Music Lesson through Charanga</p> <p>P4C sticky question to explore together</p> <p>Languages recorded lesson French in Year 3-5 and Japanese in Year 6</p> <p>Art recorded lesson</p> <p>Fortnightly live wellbeing session on Zoom for children not in school</p>

## Appendix 2

<u>Subject</u>	<u>Provision</u>
 English	Daily phonics/ spelling activity Daily English lesson following the texts and genres of writing from the Reading into Writing curriculum including opportunities for learning grammar skills. Regular class read 4 guided reading lessons a week Spelling Shed homework Collins e-book login to access reading books at home Daily letter formation (in reception) Learning red words and word of the day (in reception) Wellcomm language activity (in reception)
 Maths	Daily 5-a-day Daily lesson covering the units from ABBC long term plan. Throughout each unit lessons will be planned to include reasoning, consolidation and building on RTPs. Weekly timetables practise Mathletics homework
 Science	Knowledge and enquiry based lessons based on the science curriculum map. Weekly Stivichall Science in Seconds opportunities. Knowledge and understanding of the world activity in reception
 Art and design	Art lessons based on the skills and artists outline in the art curriculum map. Videos from specialist art teacher for those children who would usually be accessing these in school. Creative activity (in reception)
 Computing	Computing lessons based addressed the 3 main strands: computer science, digital literacy and information technology. Purple Mash used for some lessons which children can access and log into at home. Online safety work completed in conjunction with Safer Internet Day. Children also given the opportunity to enter a county-wide competition.
 Design and technology	Shared projects that can be completed at home using everyday resources (being mindful that not everyone has the required equipment) Creative activity in reception
 Geography	Geography lessons based on the geography curriculum map. Weekly eco challenges. Knowledge and understanding of the world activity in reception
 History	History lessons based on the history curriculum map. Knowledge and understanding of the world activity in reception
 Languages	Pre-recorded French videos by specialist for the children who would usually access these in school. Japanese lessons pre-recorded by specialist for the children who would usually access these in school.
 Music	Children log into Charanga to access full music lesson including a range of music styles and musical knowledge. Creative activity in reception.



 PE	Children log into Real PE to access PE lesson with a range of differentiated challenges and videos to follow. Class teachers may include occasional PE challenges. Whole school, School Games competitions are available for children in school and at home to participate in.
 P4C	Sticky questions shared with the children weekly to discuss at home with different family members. Key questions explored and discussed through subjects as per curriculum map.
 PSHE	Jigsaw lessons linked to half-termly themes. We All Belong books and lessons shared as outlined in the Reading into Writing Curriculum. Regular opportunities to share and celebrate Stivichall values through assemblies. Daily brain breaks to promote wellbeing.
 RE	RE lesson based on the RE curriculum map.