

# HPS Remote Learning Strategy

## 2 week closure of a class

### October 2020

(Strategy under continuous review)



#### **School Vision Statement**

To enable everyone within our community to flourish and enjoy a life filled with love, meaning and purpose, underpinned by Christian values, a love of learning and an eagerness to make the world a better place together.

#### **The Four Foundations of the Vision**

**Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth

## **1. Aims**

This remote learning strategy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school for 2 weeks following closure of a class due to COVID-19
- Set out expectations for all members of the school community with regards to remote learning

## **2.1 Teachers**

### **Setting work**

#### **Reception Class (EYFS)**

- Day 1 of lockdown. Parents provided with a plan of activities and resources which are prepared in readiness for a lockdown. E.g. Phonics flashcards and online reading books.
- Daily phonics session video recorded by the Class Teacher and shared on Tapestry.
- Daily story video recorded by the class teacher and shared on Tapestry.
- A weekly timetable with planned activities.
- All activities shared via Tapestry.

#### **Year 1 to Year 6 (KS1 and KS2)**

- Day 1 of lockdown. Parents provided with a plan of activities and resources which are prepared in readiness for a lockdown. E.g. Online reading books, maths number bond activities and online games/resources linked to the class theme.
- A daily video for each Maths lesson, of the teacher modelling explaining and demonstrating the method to be used. Where videos of this material exist on other websites such as the Oak National Academy this may be used.
- Videos, when appropriate, of the teacher modelling/discussing writing activities in Literacy. Where videos of this material exist on other websites such as the Oak National Academy this may be used.
- A weekly timetable consisting of a daily pattern of a 30 minutes guided reading session; 1 hour of English; 1 hour of Maths; two hours of Foundation subjects; 15 minutes of directed physical activity
- Daily Maths and English lessons will be uploaded onto Google classroom
- A clear expectation of which tasks must be prioritised, completed and uploaded for checking.
- Invites on google classroom will be sent out for individual pupils to attend a Zoom reading session with Teaching Assistants. Some children may be invited to attend more sessions than others depending on identified need for support.

## **2.2 Daily Direct Contact for all children with teachers and support staff**

*This is a significant change from previous use of Zoom during lockdown. Every child will have a daily session, alternating between the class teacher and teaching assistant. The focus will be on the day's learning and providing feedback and support.*

The children will meet each day, with either the teacher or TA (alternates each day), in a small group of 5. This will take place between 2:00 and 3:00pm. The session will last approximately 15-20 minutes. The children will receive a Zoom invite which will be posted on google classroom or on tapestry for reception children. The focus will be on the learning that has taken place that day with an opportunity for children to share and discuss their work with the teacher in a small group and receive feedback and encouragement. We hope this will motivate the children to complete all of the daily tasks. There is an expectation that all children attend these sessions.

## **2.3 Providing feedback on work**

### **Reception Class EYFS**

The teacher/ teaching assistant will comment on at least 2 pieces of work that parents have uploaded on Tapestry per week to motivate the child and also give 'next steps' for improvement. The work that the parent uploads will often be a picture of the practical activity along with a comment from the parent to explain how their child got on with the task.

### **Year 1 to Year 6 (KS1 and KS2)**

- At least 1 piece of writing per week marked by the CT/TA and given 'next steps' for improvement
- At least 2 pieces of Maths per week marked by the CT/TA and given 'next steps' for improvement.
- Improvements must be acknowledged by an adult and fed back
- Expectations set for self-assessment
- TAs can also mark additional daily tasks throughout the week

## **2.4 Keeping in touch with pupils who aren't in school and their parents**

- Work will be monitored by the CT and followed up with SLT if not completed
- Children can post questions to the teacher on Google classroom and either the teacher or TA will respond within 24 hours.
- Parents can email class teachers via the office email address or headteacher and deputy headteacher email addresses. You should receive a reply within 48 hours.
- Parents can contact the school office by telephone and request an appointment to speak to a member of staff during school office hours.
- Complaints will be dealt with by HT and DHT in line with our Complaints policy.
- Safeguarding concerns will be fed back by class teachers to the Designated Safeguarding Lead and followed up in line with our safeguarding policy.
- Staff will follow the codes of conduct set out in the staff handbook when attending any virtual meetings with parents. Staff should protect themselves with a neutral background or a virtual background and ensure there are no personal items on display.

## **2.5 Staff Sickness**

- It is possible that in the event of a bubble closing members of staff may also be off work with illness. In this event members of the Senior Leadership team would work together to ensure the above provision is covered.

## **3. Parents**

The school cannot substitute for the presence of an adult at home, and therefore we must inevitably ask parents and carers to support their children through the day. We hope to do this in a partnership with parents.

We ask that parents:

- Be on hand as far as possible to support their child or children, helping them to manage their time and potentially guide them through the material.
- Make the school aware if their child is sick or otherwise can't complete work, by contacting the school office by phone 020 7435 4135 or email: [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk)
- Seek help from the school if they need it. In the first instance, they should contact the teacher or teaching assistant via the school office by email: [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk) or phone: 020 7435 4135 since the member of staff may not be immediately available.

## **4. Governing board**

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

## **5. Monitoring arrangements**

This strategy will be under constant review by the Headteacher and Governing Board.

## **6. Links with other policies**

This strategy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy