

Remote Learning Guidelines

Introduction

At Kensington Avenue Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

It is really important that children keep themselves safe online, please use this link for our online safety guidelines [Staying safe online](#)

Remote learning; how it will work.

We will provide learning for children should they be self-isolating at home due to COVID-19 (whether awaiting a test, having to self-isolate due to close contact with someone who has had a positive test or recommendation by track and trace or medical advice) or if there is a local or national lockdown. For remote learning we will use Seesaw to share Home Learning. Teachers will use Seesaw to share learning activities and resources, capture children's learning, and communicate about progress and needs, providing a continuous formative assessment cycle as it would do within the class.

A timetable will be uploaded onto Seesaw (see example below) and also onto the school website under the Home Learning page in the relevant year group. The work produced will be returned before the deadline date set and completed to the best of the child's ability.

Regular updates will be issued using our website and Seesaw. Staff may also contact families by telephone or email and parents/ carers are encouraged to use Seesaw to contact their child's class teacher and the office for any other query.

Children have regular opportunities to see and talk to their teacher and each other using Google Meet. The Google Meet app is easily downloaded or the web browser can be used. The time, date and code for the Google Meet will be sent via Seesaw. Google Meet allows teachers to provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities.

Monitoring of work

The school expects children to maintain a good work ethic during the period of remote learning; therefore, teachers will closely monitor this and make contact on various different occasions.

Teaching staff will contact parents via a range of media (phone/email/Seesaw) if their child is not completing their schoolwork or their standard of work has noticeably decreased to see what support may be needed. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO if required.

Work will be set using Seesaw, the work will have a deadline attached to this, please let us know if there are any problems meeting the deadline as we do understand that devices may need to be shared at home and we also do not wish children to have too much screen time at any one time. Teachers will respond in a timely manner to meet the needs of all learners. Daily assessment and feedback will be given.

The range of available lesson resources

Our curriculum is based on the Cornerstones Curriculum, which is a well-planned and sequenced primary curriculum. Skills and knowledge are mapped across all year groups and children follow these in sequence to ensure that learning is introduced, built on and reinforced over time.

Lesson resources will include both digital and printable resources. During periods of remote learning, teachers will provide the best form of resources for each task and these will be identified on a weekly timetable. We ask families to let their class teacher know of any difficulties in accessing the internet and we will support them where possible.

In many lessons teachers will need to introduce, scaffold or model a specific skill and this will be done by using video links (or written instructions) or a pre-recorded video e.g. reading a story, introducing a phonics sound.

Learning and Feedback

A weekly timetable is uploaded to Seesaw and onto the school website on the Home Learning and Useful Links page. The lessons will follow the learning in school as closely as possible. The teacher will review the child's work on a daily basis and will feedback via Seesaw. Please note that the teachers will review Seesaw after the school day has finished as they will be teaching their usual class during the day (unless we have a local or national lockdown in which case class teachers will be available during the day 9-11am and 1-3pm for live feedback/ help).

There will be opportunities for live feedback or additional teaching support to be given in small groups using Google Meet where it is appropriate for identified needs.

Useful links

BBC Bitesize	https://www.bbc.co.uk/bitesize
Book Trust	https://www.booktrust.org.uk/
Dance mat typing	https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr
Education City	https://go.educationcity.com/
First News	http://www.kensingtonavenueprimary.co.uk/first-news/
Multiplication	https://urbrainy.com/mtc
Tables Check	
Newsround	https://www.bbc.co.uk/newsround
Oxford Owl	https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/
PE with Joe Wicks	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ

Phonicsplay <https://www.phonicsplay.co.uk/>
Supermovers <https://www.bbc.co.uk/teach/supermovers>
White Rose maths <https://whiterosemaths.com/homelearning/>

Practicalities

If a teacher has to isolate due to their bubble being sent home through DFE/ PHE guidance, they will:

1. Liaise with the IT team re remote access.
2. Liaise with IT team if they need to borrow a laptop whilst they are at home (the class laptop will remain in school).
3. Ensure that all relevant passwords etc. are accessible from home.
4. Message the class bubble (via Seesaw) the times they will be available for live marking / advice during the day (09.00 – 11.30, 13.00 – 15.00)
5. Share the timetable on Seesaw, it will also be available on the website.
6. Mark work daily
7. Contact families if a child is not responding to Seesaw, if contact cannot be made from home then the phase leader should be contacted at school and they will arrange for contact to be made (Parent support worker, parallel class teacher, phase leader).
8. Use pre-recorded videos, voice-over power-points, video explanations and links to resources where appropriate
9. Set homework in line with year group as usual.

If a teacher cannot come to work as they are self-isolating i.e. they are not ill and the absence is unplanned, they will:

1. Contact the IT team re remote access at the earliest opportunity on day 1 of absence
2. Liaise with IT team re collection of a laptop if it is necessary
3. Liaise with year group teachers re work for class and what planning, preparation of resources etc. will take place at home for future planning.
4. Liaise with PL regarding cover of class and what resources etc. are needed to be prepared from current week's planning.

In preparation for remote learning, all teachers need to consider:

1. Resources and alternatives available if remote learning is required e.g. use of Oak National Academy, BBC teach and existing websites on our Home Learning page on the website (see useful links above) and record this on their planning.
2. Pre-prepared links for art/ DT, music, PE, RE, PSHE –detailed on a timetable so that parents have an idea of how long and when their children would be involved in a task.
3. Activities that can be carried out without the use of the internet e.g. practical maths, active literacy, science experiments.
4. Identify which children need pencils, paper, tablet to access learning at home
5. Remote Learning timetable prepared, please see an example below
6. Over a 2 week period we would try to include all areas of the curriculum e.g. RE, music, PE, Spellings, Times-tables, phonics....
7. Use all available links e.g. Big Cat ebooks library.
8. Please take into account your work/ life balance and do not respond to Seesaw entries in unsocial hours.
9. Refer to the medium term plan, remote learning will echo what is happening in the classroom even if the lesson is slightly different to accommodate the fact that it will be completed at home.
10. Ensure pre-recorded videos and live feedback take into account safeguarding of the adult e.g. the background is plain and cannot identify an adult's home.
11. As it's harder for pupils to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.
12. Consider the most important knowledge or concepts pupils need to know. Focus on those.
13. In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00	English: Punctuation/ simple and compound sentences https://classroom.thenational.academy/lessons/to-revise-our-understanding-of-simple-compound-and-complex-sentences-74t64d	English: Punctuation/Functions of apostrophes https://classroom.thenational.academy/lessons/to-understand-the-two-functions-of-apostrophes-68vk6t	English: Punctuation/Apostrophes for singular possession https://classroom.thenational.academy/lessons/to-introduce-apostrophes-for-singular-possession-6wr66d	English: Punctuation/Apostrophes for contraction and single possession https://classroom.thenational.academy/lessons/to-revise-apostrophes-for-contraction-and-singular-possession-c9j64c	English: Punctuation/Apostrophes for plural possession https://classroom.thenational.academy/lessons/to-explore-using-apostrophes-for-plural-possession-cgvk2d
10:20-10:35	BREAK TIME				
10:40-11:55	Supermovers Maths : Understand that clocks have more than one scale https://classroom.thenational.academy/lessons/understanding-that-clocks-have-more-than-one-scale-64wpae	Supermovers Maths: Reading analogue time to the nearest minute https://classroom.thenational.academy/lessons/reading-analogue-time-to-the-nearest-minute-cdgkjd	Supermovers Maths: Telling the time to am and pm https://classroom.thenational.academy/lessons/telling-the-time-to-am-and-pm-68w3cd	Supermovers Maths: Telling the time on a digital clock https://classroom.thenational.academy/lessons/telling-minutes-past-on-a-digital-clock-cguk2c	Supermovers Maths: Recapping Maths key skills (Please see attached Stage 3: Skill Check 1)
11:55-12:45	LUNCHTIME				
12:45-1:00	Newsround – can you discuss the news with an adult at home?				
1:00-1:30	Reading: Mulan' by Michaela Morgan Introducing the book https://classroom.thenational.academy/lessons/to-engage-with-a-text-cn62c	Reading: Mulan' by Michaela Morgan Answering questions related to the text https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-1-6thkac	Reading: Mulan' by Michaela Morgan Answering questions related to the text https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-2-74u3jd	Reading: Mulan' by Michaela Morgan Exploring character https://classroom.thenational.academy/lessons/to-explore-character-64tk4e	Spelling: Past and present tense https://classroom.thenational.academy/lessons/to-investigate-suffixes-past-and-present-tense-6nhkjc

<p>1:30-3:10</p>	<p>Geography: What are fold mountains? https://classroom.thenational.academy/lessons/what-are-fold-mountains-61hp2r</p>	<p>Science: What is a synthetic material? https://classroom.thenational.academy/lessons/what-is-a-synthetic-material-74wk8c</p>	<p>PSHE: Community care https://classroom.thenational.academy/lessons/community-care-cctp8c</p>	<p>Music: Pulse and Metre1 Exploring 4 beats in a bar https://classroom.thenational.academy/lessons/exploring-4-beats-in-a-bar-cgwk2t</p>	<p>Spanish: Numbers from 1to 10 https://www.bing.com/videos/search?q=spanish+numbers+1-10+youtube&&view=detail&mid=ABDF1E54F8A7C82F854DABDF1E54F8A7C82F854D&&FORM=VDRVRV</p>
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