



Hopping Hill Primary School's Remote Learning Plan

At Hopping Hill Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – 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.

Aims

This Remote Education Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as supporting pupil motivation, health and well-being along with providing pupil and parental support
- Support effective communication between the school and families alongside supporting participation and 'attendance

Class Dojo

Dojo will be used as our main platform for sharing resources and for children to return their work. The class story page will allow teachers the chance to celebrate children's work and maintain the school community feel.

Every child will have their own portfolio set up on Class Dojo and all parents will be connected to their child's class teacher on Class Dojo. This will be used as a means of direct communication between the teacher, parent and child. Worksheets and activities will be uploaded to Class Dojo where they can be filled in through the app and then the teacher can mark and feedback. Teachers will use the Class Story feature to communicate generally with the whole class. A message will be posted on each day with a summary of what the lessons will be that day. There is an expectation that children/parents will submit work via Class Dojo.

Portfolio activities can be completed by completing a worksheet interactively and submitting it or by submitting a video, photo, picture or text.

Tapestry

Alongside Class Dojo Tapestry will be used as an online platform to provide learning opportunities for children in Nursery and Reception. Teachers and parents will use this platform to communicate between home and school.

Feedback

In line with our school feedback policy, staff will acknowledge the daily English and maths work, along with directed feedback to individuals in need of support. There is a minimum expectation that work will be 'liked' by the teacher. It may be appropriate for some work to be sent back to a pupil to retry after some feedback from their teacher.

Support staff may also comment on children's portfolio work however it must only be approved by the teacher.

Teachers will provide a whole class overview of the children's work with strengths and points for development in the next day's post. This will include general misconceptions that are evident in the children's understanding.

All other curriculum tasks submitted will receive feedback by the end of the week.

Maintaining contact with pupils and parents

- If there is a concern around the level of engagement of a pupil, parents should be contacted via phone to assess whether school intervention can assist engagement.
- Class Dojo messaging will be used as an agreed communication tool to provide direct support to parents about pupil learning. Teachers may also ring parents to offer support.
- All parent emails about other matters should come through the main school account: office@hoppinghill.northants.sch.uk
- Any safeguarding concerns should be referred immediately to the DSL (Designated Safeguarding Lead)

Access to technology at home

Engagement with the Remote Learning Plan will be monitored. This will help inform school as to children that may need provision altering to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education.

Monitoring engagement with remote education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors. Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to or messages the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Class teachers will keep a RAG rated daily record of engagement with the home learning. This will be closely monitored by Phase Leaders who will feedback to the deputy head teacher

Children will be identified who may need a stationery pack and printed work delivered to their home if all other alternatives have been unsuccessful. It is important that if possible, parents support their children in engaging with the remote learning as is presented online. Parental preference alone cannot be a reason for printed copies of work to be provided due to the potential pressure on school staff to produce and deliver these in addition to the online work and resources needed daily.

Home and school partnership

Hopping Hill Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

We will provide support and induction for parents on how to use Tapestry and Class Dojo as appropriate.

We recognise that it is beneficial for young people to maintain a regular and familiar routine.

We would recommend that each 'school day' maintains such structure. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. We will also share advice via Dojo about how to best manage home learning.

All children follow our 'Online Safety Policy' at school, which includes e-safety rules and this applies when children are working on computers, tablets and smartphones at home.

Social Interaction and Emotional well-being

Hopping Hill Primary school recognises that the potential impact on many children and families of not attending school is huge not just educationally but in terms of their mental health.

The school's family worker and safeguarding team will ensure regular contact with families identified as vulnerable and will be available for support virtually for all families. Activities and information to support mental health will be posted on the whole school page at least weekly.

Whole class/ year group virtual catch ups will be offered and encouraged for all classes. This will be led by the class teachers as much as possible and will be tailored to the age and dynamics of the classes. This might include a celebration of learning successes, an opportunity for children to share news and have social time with each other. This might be in the form of a game or activity organised by the teacher or might be a simple chat together. The sessions will be offered via zoom. There will always be at least two members of staff on the virtual calls.

Intended learning opportunities

The amount of remote education provided will be based on the government's guidance.

As a minimum this will be:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

There are 3 general scenarios outlined below and the remote learning opportunities we will provide in each case.

Circumstance	Remote Learning Provided by School
<p>Individual child in class is self-isolating possibly due to other household member showing symptoms</p>	<p>Each week the class teacher will post on Class Dojo a brief overview of learning that will be happening during the following week. This will include English, maths and science.</p> <p>The onus will then be on parents to access the learning by searching for the relevant units on The Oak Academy or White Rose Maths and ensure their child is able to engage with the same learning that is happening in school.</p> <p>Work can be submitted by parents or students via the portfolio on Class Dojo.</p>
Circumstance	Remote Learning Provided by School
<p>Whole year group bubble is isolating due to positive case within the group. In this scenario staff will be isolated at home too.</p> <p>Unless poorly, staff will be expected to set and review learning each day.</p> <p>OR</p> <p>Whole School Closure</p> <p>Only open to Key Worker Children and Vulnerable</p> <p>Teachers will work on remote learning provision whilst also supporting the learning of the key worker children in school.</p>	<p>Daily lessons to be posted on Dojo by 5p.m. the day before to allow parents to see the learning materials prior to supporting their child.</p> <p>Learning to be based on intended curriculum wherever possible.</p> <p><u>ENGLISH</u></p> <p>Resources from the National Oak Academy will be used to support the online provision for English.</p> <ul style="list-style-type: none"> ○ Daily lesson with either a reading comprehension, writing or Grammar Punctuation and Spelling focus ○ Teacher video to introduce the lesson/address any misconceptions from previous lesson ○ EYFS/KS1 – daily phonics lesson (teacher to record themselves to ensure children are being taught correct pronunciation) ○ Daily Read Aloud - Adult from school to record themselves reading a story or part of a chapter book. This could be support staff too. ○ Weekly Bug Club challenge ○ Appropriate differentiation and support offered to SEND children and extended challenge for greater depth children to be set via portfolios <p><u>MATHS</u></p> <ul style="list-style-type: none"> ○ Daily maths lesson using White Rose Hub Home Learning or Oak Academy resources. ○ Worksheets from White Rose Hub to be posted to portfolios and completed by pupils using the interactive tool on dojo ○ Teacher video to introduce the lesson/address any misconceptions from previous lesson ○ Appropriate differentiation and support offered to SEND children and extended challenge for greater depth children can be set via portfolios ○ Times Tables Rockstars whole school challenges <p><u>OTHER</u></p> <ul style="list-style-type: none"> ○ Daily topic based lesson using Oak Academy resources or other links relevant to particular lessons. ○ Topics will be planned according to the Catch Up curriculum planned to be taught in school ○ Set a task to encourage children to be active e.g. Joe Wickes link, tidy up challenge, Just Dance etc ○ An ongoing topic/science based research activity or project – this could be set weekly

	<ul style="list-style-type: none"> ○ Year 6 three revision and 'test' tasks weekly. This will be one reading, one spelling punctuation and grammar and one mathematics
--	---

Circumstance	Remote Learning Provided by School
Teacher well but needs to isolate due to contact with a positive Covid case and their class are in school.	<p>Teacher to plan all lessons that need to be delivered in school and to share this with cover staff via One Drive, Teams or email.</p> <p>A clear daily plan must be provided outlining the lessons and timings.</p> <p>All resources for delivering the lesson to be prepared by teacher and sent to covering staff by 2:30pm the previous day to allow time for any photocopying.</p> <p>Teacher to video link via Teams to the class in school for appropriate parts of the lesson – ensure this is highlighted in the planning so cover staff know. A minimum expectation for this will be for maths and English lessons.</p> <p>Teacher to also read to the class via Teams video every day.</p>

Other online resources to support the Remote Learning Plan:

- **Times tables rock stars**- login details previously supplied to Years 2-6
- **Bug club reading**- login details previously supplied Years R-6
- **Spelling** at <https://spellingframe.co.uk> We are using the free aspects of this resource that include some games and practice/tests. We do not expect any parent to pay to sign up for this resource.
- **Mathematics practice** <https://myminimaths.co.uk/> The weeks do not necessarily follow the same order as the ones the children are working on in class but is clearly titled so that children can access the current topic or previous topics to practise. Years 3-6
- **Monster SATS** will be used to extend learning in Year 6.

This Remote Learning Plan will be regularly reviewed by Senior Leaders and Governors in order to ensure we are responding to the needs of our school community.