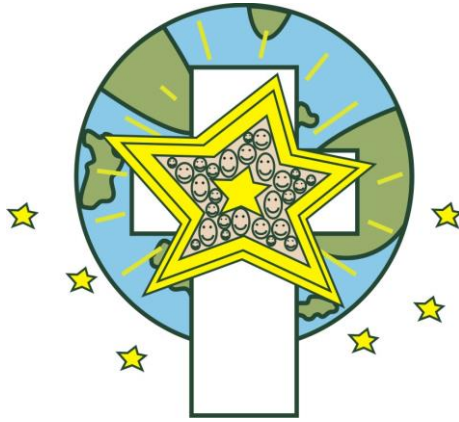# St Peter's C of E Primary School

Remote learning policy

V1 September 2020

V2 January 2021

1. Rationale

St Peter's C of E School is committed to providing continuity of education for all our children through our high-quality curriculum in the event of a full or partial closure of the school or the short-term absence of an individual child due to COVID-19 self-isolation guidance. This will be achieved through an asynchronous approach that includes blended learning through the use of online platforms with either love explanations or recorded virtual lessons, the use of work packs and CGP workbook. We believe that this approach allows our children to access learning at a time that best suits them and their families, taking into account multiple siblings using the same device or needing access to live calls at the same time. **(see specific letters in appendices 1-3)**

The use of extensive remote learning and workbooks would apply particularly in a situation in which the school is fully or partially closed for an extended period of time – and assumes that the child/ren and teachers are healthy and able to work as normal from home. If or a child is asked to self-isolate for an extended period of time then work packs will be used for individual children.

This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Remote learning and the use of work packs may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

This policy does not apply during weekends or normal school holidays.

2. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

3. Remote learning arrangements for individual students

Assuming the child's absence falls within the COVID-19 guidance for self-isolation, and the child in question is confirmed by the parent as healthy enough to work, the school will provide work to be completed at home. If this occurs for an individual child, the collation of work and communication with the parent will be initially coordinated by a member of SLT and then regular communication will be led by the child's class teacher. The work in this instance will be not be in the form of live lessons, but work set through printed work packs and tasks set on TT rock stars, Numbots, Tapestry, Purple Mash and LbQ.

In the event of an individual child self-isolating, work must be available from the child's second day of absence.

Under these circumstances, home learning provision for each stage of learning is as follows

3.1 Reception.

Online learning platform: Class blog and Tapestry. All parents and children have user accounts for these platforms.

1. Children are being provided with a work pack consisting of a range of worksheets that are appropriate for their year group.
2. They should share a book for at least 15 minutes each day from their school reading book. Please record this in the reading record book.

3. They should spend 10 minutes each day learning the key words that have been allocated (these can be found in the reading record book)
4. They should spend 15 minutes per day on Numbots.
5. Children should visit Tapestry for online learning tasks that the teacher will set.
6. They should also visit Purple Mash for tasks set by the teacher.

The class teacher will aim to telephone the family for a welfare check at least once a week during their isolation. This will be recorded on CPOMS.

3.2 Year 1 – 6 Classes for individual students

Online learning platform: Class blog and Microsoft Teams. All pupils have user accounts on this platform.

1. Children are being provided with a work pack consisting of a range of worksheets that are appropriate for their year group.
2. They should read for at least 20 minutes each day from their reading incentive book or school reading book. Please record this in the reading record book.
3. They should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the reading record book and in the home learning pack.) These can also be found in the curriculum booklet which is downloadable for each year group here.
4. They should spend 20 minutes per day on TT rock stars.
5. They should spend 20 minutes per day learning the mega measures facts. These are in the home learning pack. These can also be found in the curriculum booklet which is downloadable for each year group here.
6. They should read through the knowledge organisers and learn some of the facts. These are available in the home learning pack. These can also be found in the curriculum booklet which is downloadable for each year group here.
7. They should also visit Purple Mash for tasks set by the teacher.

Children who have an EHCP will have a separate work pack that has work linked to the objectives on their individual EHCP targets.

Enrichment learning

Additionally, there is a home learning grid posted on each class blog with relevant activities and links to online learning that children can access. See **appendices 4 and 5.** Remember the more you do the better you will become. These activities are suggestions for extra things you could be doing whilst you are at home

The class teacher will aim to telephone the family for a welfare check at least once per week during their isolation. This will be recorded on CPOMS.

Providing feedback on work completed:

- Children will return their completed work packs to their class teacher on the first day that they return to school.
- Feedback on work needs to have been given within a week of it being submitted.

4. Remote learning arrangements in the event of extended school closure.

In this event, we aim to deliver a remote curriculum that is as closely aligned to the in-school curriculum as possible. It will be carefully sequenced and move learning on one step at a time as we would do in the normal classroom environment. We will be directing children to access a range of tasks some of which will include accessing the blog for daily instructions on the tasks to be completed, use of our online learning platforms for twice daily Microsoft Teams meetings with the class teacher or member of staff from the class, videos explaining specific tasks, work from work books and use of online lessons.

If the class teacher is ill and unable to set work a member of SLT will set tasks for that class until the teacher is able to return to work.

4.1 Reception

- Each day the class teacher will add a post to EYFS Tapestry and on the Reception class blog. This may be a set activity or a video link.

  These posts will be added by 9am each morning. The posts will contain a minimum of **3** activities that the class is being allocated for that day. This must include a literacy/ phonics activity every day and then a numeracy activity, alongside another curriculum activity e.g. topic, creative, PE.

  Additionally;
- Each child has access to **Purple Mash** which is accessible through the School website. Activities will be set for the children to complete. Log in details and passwords for Purple Mash are in each child's reading diary.

- Every child also has access to **Numbots,** to develop number recognition and counting skills. Again, log in details and passwords for Numbots are in reading diaries.

- It is expected that each child should spend 15 minutes per day reading a story. Share a story with your child and ensure they listen carefully so they are able to answer questions about the story. For example, **Who** is happy? **Why** is the bear happy? **Where** did the bear go? Can you tell me **what** happened next in the story? Can the children retell a simple version of the story, talking about what happened at the beginning, middle and end of the story?

Communication

- Parents and children are able to communicate with the class teacher through the EYFS tapestry account and the class blog. The child's teacher will be accessible on **Microsoft teams** at **9.30** and **1.30** for Green classes **10.30am** and **2.30pm** for Blue classes each day, to answer any queries and generally check in with children and parents.
- The class teacher will respond to comments on Tapestry, Microsoft teams and the blog posts throughout the day, during working hours.
- Across the week, each child will also receive a personal phone call from the class teacher. This will be recorded on CPOMS if there are any causes for concern.

Providing feedback on work completed:

- Feedback can be given individually through the class blog and on Tapestry. Feedback may consist of:

- A specific reply to a child who has posted on the blog requiring help or sharing the work that they have completed.
- A comment that identifies next steps for the child to extend their learning further if appropriate. For example on Purple Mash tasks.
- Response on tapestry

4.2 Year 1 - 6

- Each day the class teacher will set a minimum of 3 activities on the blog by 9am. These will include at least one maths and one literacy task and will be carefully sequenced in order to allow links to be made to prior learning.
- These may be in the form of an online lesson to watch, a video clip explaining and teaching a skill or using the paper copies of the books children have been provided with. These books are to be written in. The class teacher will direct the children to which activities are required on which day using the class blog.
- Worked examples may be shared which will support children in understanding and accessing the days tasks.
- The remaining activities will include a mixture of other subject areas linked to the current learning in class such as science, RE, topic and PE. The tasks could include links to lessons on Oak Academy or BBC Bitesize. If possible, this may also be a video recording from the class teacher so that children can hear the teacher explain the task.
- These activities may also be accessed via purple mash or an LBQ code. This will be made clear in the blog post.
- **Year 1 children** must have a phonics and or reading activity every day.
- Tasks may be split into smaller chunks as it is often harder for children to concentrate on line than in class.
- In addition, children are expected to read for at least 20 minutes each day from their reading incentive book or school reading book. This needs to be recorded in the reading record book.
- Children should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the reading record book. They can also be found in the curriculum booklet which is downloadable for each year group here.
- Children should spend 20 minutes per day on TT rock stars. All children have a log in which has been distributed at the start of term and is in their home reading book.
- They should spend 20 minutes per day learning the mega measures facts. These can also be found in the curriculum booklet which is downloadable for each year group here.
- They should read through the knowledge organisers and learn some of the facts. These can also be found in the curriculum booklet which is downloadable for each year group here.
- They should also visit Purple Mash for tasks set by the teacher.

Children who have an EHCP will have a separate work pack that has work linked to the objectives on their individual EHCP targets.

Enrichment learning

Additionally, there is a home learning grid posted on each class blog with relevant activities and links to online learning that children can access. See **appendices 4 and 5**. Remember the more you do the better you will become. These activities are suggestions for extra things you could be doing whilst you are at home

Communication

- The class teacher will be accessible on **Microsoft teams** at **9.30am** and **1.30pm** for **Green** classes and **10.30am** and **2.30pm** each day for **Blue** classes. The purpose of these meetings may vary including wellbeing checks and time for the children to see their friends, teaching an aspect of the days task, explaining the tasks or to work through completed tasks and assess children's understanding. This is also an opportunity to answer any queries and generally check in with parents and children.
- The teacher will respond to comments on the blog post throughout the day, during working hours.
- Across the week, each child will also receive a personal phone call from the class teacher. This will be recorded on CPOMS if there are any causes for concern.

Providing feedback on work completed:

- Feedback can be given individually through a variety of channels. Firstly, the class blog where daily work is posted which may be best for general queries. Secondly, each child has a private channel on Microsoft Teams where they can interact with the class teacher and submit completed. Finally, there is also the option to upload work via the assignments tab on Teams which enables staff to see the child's work easily and leave feedback.
- Feedback may consist of:
  - A specific reply to a child who has posted on the blog/Teams channel requiring help or sharing the work that they have completed.
  - A comment that identifies next steps for the child to extend their learning further if appropriate. For example on Purple Mash tasks or on assignments that have been submitted on their Microsoft teams channel
  - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work.
  - Staff will be available on **Microsoft teams** at **9.30am** and **1.30pm** for **Green** classes and **10.30am** and **2.30pm** each day for **Blue** classes for virtual class meetings where further feedback can be given.
- Feedback on work will be provided within a week of it being submitted.

4.3 Other opportunities – all year groups

- At least 3 **assemblies** will be posted on the shine tram blog each week;

1. Monday - whole school assembly led by Mrs Williams 2. Weekly picture news assembly for Y1-Y6 3. Weekly Wiggle Worship for YR and Y1. 4. Rock kodz/PSHE assembly.

Children are encouraged to interact by leaving a comment on the blog/vlog post.

- **Musical experiences**

Each week a 'Music genre of the week' will be posted on the musical experiences blog, as a way of promoting music across the school and celebrating music.
Class teachers will add a link from the musical experiences blog post every week on to their own class blog. This can then be part of music lesson task that week or a separate task. The genre will be posted every Sunday evening so that it is ready for the following week.

- **1 to 1 reading and intervention**

Each child will have a dedicated 1 to 1 tuition time each week to either work through a specific intervention pack e.g. toe by toe, word wasp, stairway to spelling or share a reading book with an adult (usually a TA)

Celebrating achievement

In the event of an extended school closure, individual pupil isolation or a whole bubble closure then the Super learner Shout Out Blog can be used to share examples of outstanding work that children have completed at home.

This is through emailing superlearner@st-peters-farnworth.bolton.sch.uk

This in box is monitored by the SLT and any nominations are shared on the super learner weekly blog.

The school and class twitter accounts are also used to celebrate the achievements of pupils working at home.

Other factors to be considered.

For those children (Early Years to Year 6) who have been identified as having no access to IT and internet at home, school will endeavour to provide devices. Where this is not possible children will receive a pack of learning that can be sent home for the child including workbooks and work packs. This MUST be completed by the child. School will make phone calls to any families who are not accessing any form of remote learning.

In the event of full or partial closure, teachers and support staff must be available between 9.00am and 3.30pm each day. If they are 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.

5. Specific roles and responsibilities

5.1 Keeping in touch with children and parents

- Contact with parents or children should only be made via our agreed school communication systems:
    - School blog
    - Individual class blog
    - School phone line
    - School email addresses
    - Teachers to Parents texting service
    - Microsoft Teams app
    - Tapestry online platform (EYFS only)
    - School twitter account (@stpetersfarn) managed by the head teacher
- Any emails or messages sent by parents or children should only be responded to within normal school hours (9.00am-3.30pm). There is an expectation that any emails or messages received before 2pm will be responded to the same working day. Emails or messages received after 2pm may be responded to the same working day, or the following working day.

- Messages giving children feedback on their work can be completed at a time that is convenient to the staff member but must be completed by Monday of the following week at the latest.
- Any safeguarding complaints or concerns should be shared with the Head teacher, or Deputy Heads.
- If children are not engaging with the learning, this should be brought to the attention of the Head teacher and actions will be agreed.

5.2 Teachers and Support staff

- Teachers and support staff will continue to set work and to work directly with children throughout any absence related to self-isolation.
- Staff will be available between the hours of 9am and 3:30pm every day or their usual working hours if this is any different.
- If staff are ill and unable to set work, they will communicate this to the SLT in the usual way.
- When staff are using videos to communicate with parents and/or children, they should be uploaded to the school's YouTube account, following the school's online safety guidance. ALL lessons and other meetings must be recorded for safeguarding purposes.
- Teachers should dress appropriately when making a video to share with parents and/or children.
- Teachers should consider the location used for the recording of any video (e.g. avoid areas with background noise, nothing inappropriate in the background). They may wish to use a virtual background.
- Teachers should work through the agreed online platforms (Teams, school blog, YouTube account, HT twitter account)
- Teaching assistants will support staff and children as agreed with their line manager in the event of a full bubble closure. **(see appendix 6)**

5.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that teachers and support staff have devices to support home learning
- Ensuring that staff who have their own childcare responsibilities can work flexibly throughout the day
- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through weekly virtual staff meetings with teachers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging for paper packs of home learning to be provided for those children who have no internet or IT access.

5.4 Designated safeguarding lead

- DSL responsibilities can be found in the Child Protection Policy.

5.5 Children and parents

Staff can expect children to:

- Follow the acceptable user agreement that children signed in September.

- Be contactable during the school day
- Complete work to any deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Follow the normal behaviour rules during live lessons
- NOT to screengrab or record any part of the lesson

Staff can expect parents 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
- Support their child's behaviour
- Be respectful when making any complaints or concerns known to staff

5.6 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 systems are appropriately secure, for both data protection and safeguarding reasons

6. Who to contact

If staff have any questions or concerns, they should contact the following:

- Issues in setting work – subject leads/ deputy head / SENCO
- Issues with IT – Computing lead/ deputy head/head teacher
- Issues with their own workload or wellbeing –Head teacher/ Deputy Head teacher
- Concerns about data protection – Head teacher/ Data Protection Officer
- Concerns about safeguarding – DSL and deputy DSLs

7. Data protection

7.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use the server in your IT network either on site or using remote access through Bolton365
- Only use devices provided by school, such as laptops. Staff should not be using personal devices to access data.

7.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

7.3 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)

- Use multi-factor authentication wherever possible

- 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 update

- Using school accounts

8. Safeguarding

Please refer to the Child Protection Policy and COVID-19 Addendum for details.

Appendix 1:   Home learning letter for individual child needing to isolate.

St. Peter's C.E. Primary School
Alexandra Street,
Farnworth,
Bolton.
BL4 9JT
Telephone : 01204 333090 (Fax: 3091)
Headteacher: Mrs.L.M. Williams B.Sc, PGCE, NPQH, FCCT
Email: office@st-peters-farnworth.bolton.sch.uk
www.st-peters-farnworth.bolton.sch.uk

To the parents of,

We are sorry that _____ have to stay off school for a while, however, during this time it is vitally important that they continue to learn and make progress; therefore home learning arrangements will now commence;

1. They are being provided with a literacy and numeracy workpack. These packs are to be written in and returned to school.
2. They should read for at least 20 minutes each day from their reading incentive book or school reading book. Please record this in the reading record book.
3. They should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the reading record book and in the home learning pack.)
4. They should spend 20 minutes per day on TT rock stars.
5. They should spend 20 minutes per day learning the mega measures facts. These are in the home learning pack.
6. They should read through the knowledge organsiers and learn some of the facts. These are available in the home lerning pack.
7. They should also visit purple mash for tasks set by the teacher.

Other optional extension activites are available on the home learning sheets on the class blog page and on the school website learning at home page. A copy of these sheets is also in the home learning pack.

https://www.st-peters-farnworth.bolton.sch.uk/statutory/helping-at-home/

All log on details that you will need have been sent out at the beginning of term.

Upon returning to school your child will need to return their work books and hand them in to the teacher.

Please keep in touch. If there is anything else that you need please do not hesitate to contact school via phone, text or email. Your messages will be communicated to the teachers.

We will endeavour to get back to you as quickly as possible.

Take care.

Yours sincerely
Mrs L M Williams
Head Teacher

Appendix 2: **Home learning letter for EYFS closure of a bubble**

St. Peter's C.E. Primary School

Alexandra Street,
Farnworth,
Bolton.
BL4 9JT
Telephone : 01204 333090 (Fax: 3091)
Headteacher: Mrs.L.M. Williams B.Sc, PGCE, NPQH, FCCT
Email: office@st-peters-farnworth.bolton.sch.uk
www.st-peters-farnworth.bolton.sch.uk

EYFS Home learning arrangements will now commence;

1. Each day your child's class teacher will add a post to our EYFS Tapestry and on the Reception class blog. This may be a set activity or a video link.
   These posts will be added by 9am each morning. The posts will contain a minimum of 3 activities that your child is being allocated for that day. This will include a literacy/ phonics and a numeracy activity, alongside another curriculum activity e.g. topic, creative, PE.

   As you are aware EYFS is a unique learning curriculum and many learning activities are set through a play based curriculum. It is important that through PLAY activities Reception continue to learn. The key element of EYFS is speaking and listening and we are continuously enhancing children's language and learning new vocabulary.

   Additionally;
2. Your child has access to **Purple Mash** which is accessible through the School website. Activities will be set for the children to complete. Log in details and passwords for Purple Mash are in your child's reading diary.

3. Your child also has access to **Numbots**, which is a great resource to develop number recognition and counting skills. Again log in details and passwords for Numbots are in your child's reading diary.

4. You and your child should spend 15 minutes per day reading a story. Share a story with your child and ensure they listen carefully so they are able to answer questions about the story. For example, **Who** is happy? **Why** is the bear happy? **Where** did the bear go? Can you tell me **what** happened next in the story? Can the children retell a simple version of the story, talking about what happened at the beginning, middle and end of the story?

Communication
You are able to communicate with your class teacher through the EYFS tapestry account and the class blog. Your child's teacher will be accessible on Microsoft teams at **10am** and **2pm** each day, to answer any queries and generally check in with you and your child.
Your child's teacher will respond to comments on Tapestry and the class blog posts throughout the day, during working hours.

Across the two week period, you will also receive a personal phone call from your child's class teacher.

Appendix 3:   Home learning letter for years 1 -6 closure of a bubble

St. Peter's C.E. Primary School

Alexandra Street,
Farnworth,
Bolton.
BL4 9JT
Telephone : 01204 333090 (Fax: 3091)
Headteacher: Mrs.L.M. Williams B.Sc, PGCE, NPQH, FCCT
Email: office@st-peters-farnworth.bolton.sch.uk
www.st-peters-farnworth.bolton.sch.uk

Dear parent,

Please see the information below regarding the home learning arrangements, during this period of 'bubble' closure.

1. Your child is being provided with a literacy and numeracy work book. These books can be written in and returned to school.
2. Each day your child's class teacher will add a post to the class blog. This post will contain a minimum of 6 activities that your child is being allocated for that day. This will include a literacy and a numeracy activity, alongside other curriculum activites e.g. science, topic, RE, PE. These activities may be accessed via purple mash or an LBQ code. This will be made clear in the blog post.

Additionally;
3. Your child should read for at least 20 minutes each day from their reading incentive book or school reading book.
4. Your child should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the child's reading record book.)
5. Your child should spend 20 minutes per day on TT rock stars or numbots
6. Your child should spend 20 minutes per day learning the mega measures facts that were sent home in the curriculum booklet at the beginning of term. These are available on the website on the parent curriculum booklet page.
7. Your child should read through the knowledge organisers and learn some of the facts. These are available on the website – knowledge organisers page and were also sent home in the curriculum booklet at the beginning of term.

Upon returning to school your child will need to return their work books and hand them in to the teacher.

Communication

Your child's teacher will be accessible on Microsoft teams at 10am and 2pm each day, to answer any queries and generally check in with you and your child.
Your child's teacher will respond to comments on the blog post throughout the day, during working hours.
Across the two week period, you will also receive a personal phone call from your child's class teacher.

All log on details that you will need have been sent out at the beginning of term.

Other optional extension activites are available on the home learning sheets on the class blog page and on the school website learning at home page.

https://www.st-peters-farnworth.bolton.sch.uk/statutory/helping-at-home/

Yours sincerely,

Mrs L.M. Williams
Head teacher

Appendices 4 and 5   Home learning grids for KS1 and KS2

KS1 Home learning activities

Below there are lots of learning activities that will help you continue to learn from home. They are split up into different subjects so that you can work through a balance of different lessons. There is also a grid with some online learning that links to different subject areas so that you can try some different areas of learning.

Literacy activities Try to complete at least one of these each day you are at home		Online learning	Maths activities Try to complete at least one of these each day you are at home
Spelling activities • Practise your spellings that are written in your reading diary by completing: look, read, say, cover, write, check. • Put your week's spellings into silly sentences. Can you make the sentences interesting? • Use rainbow writing. Write your spelling with a coloured pencil and then write around it with another colour – keep going until you have a rainbow!	**Reading activities** • Read your reading book every day. • The Oxford Owls website has a section of free e-books arranged by age. https://home.oxfordowl.co.uk/books/free-ebooks/	• **Oak Academy** are delivering online lessons every day. Follow the link to find your year group. https://classroom.thenational.academy/year-groups • Log onto **Purple Mash** with your own log in and explore the different activities that are on the site. https://www.purplemash.com/sch/stpetersbl4 • If you have access to a printer then **Classroom Secrets** has some home learning packs that can be downloaded containing a range of activities https://classroomsecrets.co.uk/free-home-learning-packs/#packs • **BBC Bitesize** The BBC website provides many resources that will support you with learning at home. A fabulous resource to use. https://www.bbc.co.uk/bitesize/articles/zvqgsk7	**Times tables games** • Play on Times Table Rock Stars or Numbots for 10 minutes every day of the week or choose a game on Topmarks https://ttrockstars.com/ https://play.numbots.com/#/intro https://www.topmarks.co.uk/maths-games/hit-the-button **General maths activities** • Go on a shape hunt around your house. How many 2D and 3D shapes can you spot? Write down where you saw them and try to draw some in your diary. • Maths frame has a range of free maths games that cover different areas of maths. https://mathsframe.co.uk/en/resources/category/22/most-popular
Writing activities • Write a diary entry as if you were one of the characters from your favourite book. • Write a book review of your current book. Tell me: what it's called, what it's about, what your favourite part is and why you like it. • Write a description of your dream toy, using adjectives and exciting sentences. • Write a poem about the weather! Can you use your senses to describe it?	**Phonic activities** • Phonics play has many different activities to support phonics and is currently free. https://www.phonicsplay.co.uk/ • More fun phonics games can be found on Topmarks free site. https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds • Letters and Sounds also has some free games and activities to support phonic learning http://www.letters-and-sounds.com/phase-1-games.html		

Page

KS1 home learning menu

If you need to work from home you will be given a pack that contains many learning resources including reading comprehension, maths activities and spelling activities. They are already printed so you can work on the sheets. You also have your spellings that are in your reading record books and your mega measures that need to be learnt.

As well as the links above to different learning activities there are many links on the school website that will help you carry on with your learning. The links below will help you find things like your Knowledge organisers for your foundation subjects, the class blog where you can keep up with what your class are doing and other learning activities.

Knowledge Organisers	Class blogs	Curriculum booklets
These are available for science, topic, RE, Art or DT, Music and Computing. They contain all the information that you should be learning over the term. You could read them and try to research some of the information so that you understand it more. https://www.st-peters-farnworth.bolton.sch.uk/statutory/knowledge-organisers-spring-term-2020/	Your class blog is a very important way for you to keep in touch with your teachers and class friends. You will be able to see what they have been learning and leave messages to share what you have been doing. https://blog.st-peters-farnworth.bolton.sch.uk/	These show the entire curriculum that you will be learning and have useful information in such as mega measures lists, spelling lists and other information that could help you learn at home. https://www.st-peters-farnworth.bolton.sch.uk/statutory/parent-curriculum-leaflets/
National Geographic A great website to learn about fascinating animals and geography https://www.natgeokids.com/uk/category/discover/	**Storyline online** This website has many books that are read aloud to you so you can sit and enjoy the story. https://www.storylineonline.net/	**Ed Helper** These workbooks will need printing but if you have access to a printer there are a wide range of maths and literacy activities https://www.edhelper.com/teacher-education/Daily-Free-Learning-Workbooks-for-Teachers-to-Share-with-Parents-while-Schools-are-Closed-Kids-will-actually-do-these.htm
 This site has lots of exciting science experiments that you can carry out at home. You need to sign up but it is totally free. https://www.sciencebuddies.org/stem-activities	**Go Noodle** A free website that encourages children to be active and have fun dancing along with the characters on screen. https://family.gonoodle.com/	The Nomster Recipe Library If you feel like exploring some new recipes then this website is perfect as it is totally free and has some great recipe ideas to try out! https://www.nomsterchef.com/nomster-recipe-library

KS2 Home learning activities

Below there are many activities that will help you continue to learn from home. They are split up into a variety of subjects so that you can work through a balance of different lessons. There is also a grid with some online learning that links to different subject areas so that you can try a range of areas of learning.

Literacy activities Try to complete at least one of these each day you are at home	Online learning	Maths activities Try to complete at least one of these each day you are at home

Literacy activities

Spelling activities
- Practise your spellings that are written in your reading diary by completing: look, read, say, cover, write, check.
- Put your week's spellings into silly sentences. Can you make the sentences interesting?
- Use rainbow writing. Write your spelling with a coloured pencil and then write around it with another colour – keep going until you have a rainbow!

Reading activities
- Read your reading book every day.
- The **Oxford Owls** website has a section of free e-books arranged by age.
  https://home.oxfordowl.co.uk/books/free-ebooks/
- **Read theory** is a site which gives you comprehension questions on different texts. IT will match them to how well you answer the first text.
  https://readtheory.org/

Writing activities
- Choose a scene from your favourite book or film, describe the setting and include some speech from your favourite characters.
- **Once upon a picture** has hundreds of pictures that might inspire your own writing. You could write a letter, a story or even a report about the pictures that you find there.
  https://www.onceuponapicture.co.uk/
- Write a diary entry as if you were one of the characters from your favourite book.
- Write a book review of your current book. Tell me: what it's called, what it's about, what your favourite part is and why you like it.
- Write a poem about the weather! Can you use your senses to describe it?
- Design a robot and then write a report about what it does.
- Draw a habitat for a magical monster and explain why it likes to live there.

Online learning
- **Oak Academy** are delivering online lessons every day. Follow the link to find your year group.
  https://classroom.thenational.academy/year-groups
- Log onto **Purple Mash** with your own log in and explore the different activities that are on the site.
  https://www.purplemash.com/sch/stpetersbl4
- If you have access to a printer then **Classroom Secrets** has some home learning packs that can be downloaded containing a range of activities
  https://classroomsecrets.co.uk/free-home-learning-packs/#packs
- **BBC Bitesize** The BBC website provides many resources that will support you with learning at home.
  https://www.bbc.co.uk/bitesize/articles/zvqgsk7
- **LBQ** is a fabulous learning resource that has lessons on English, Maths and Science
  https://www.lbq.org/home

Maths activities

Times tables games
- Play on **Times Table Rock Stars** for 10 minutes every day of the week or choose a game on **Topmarks**. Don't forget you can battle your friends or teachers!
  https://ttrockstars.com/

  https://www.topmarks.co.uk/maths-games/hit-the-button

General maths activities
- **Maths frame** has a range of free maths games that cover different areas of maths.
  https://mathsframe.co.uk/en/resources/category/22/most-popular
- **Mathsbot** allows you to create maths questions on different topics using the question differentiator. Alter the level to make them more or less challenging.
  https://mathsbot.com/questionsIWB
- Crickweb is another free site that covers a wide range of maths topics for you to practise your skills
  http://www.crickweb.co.uk/ks2numeracy.html

KS2 home learning menu

If you need to work from home you will be given a pack that contains many learning resources including reading comprehension, maths activities and spelling activities. They are already printed so you can work on the sheets. You also have your spellings that are in your reading record books and your mega measures that need to be learnt.

As well as the links above to different learning activities there are many links on the school website that will help you carry on with your learning. The links below will help you find things like your Knowledge organisers for your foundation subjects, the class blog where you can keep up with what your class are doing and other learning activities.

Knowledge Organisers	**Class blogs**	**Curriculum booklets**
These are available for science, topic, RE, Art or DT, Music and Computing. They contain all the information that you should be learning over the term. You could read them and try to research some of the information so that you understand it more. https://www.st-peters-farnworth.bolton.sch.uk/statutory/knowledge-organisers-spring-term-2020/	Your class blog is a very important way for you to keep in touch with your teachers and class friends. You will be able to see what they have been learning and leave messages to share what you have been doing. https://blog.st-peters-farnworth.bolton.sch.uk/	These show the entire curriculum that you will be learning and have useful information in such as mega measures lists, spelling lists and other information that could help you learn at home. https://www.st-peters-farnworth.bolton.sch.uk/statutory/parent-curriculum-leaflets/
National Geographic A great website to learn about fascinating animals and geography https://www.natgeokids.com/uk/category/discover/	**Storyline online** This website has many books that are read aloud to you so you can sit and enjoy the story. https://www.storylineonline.net/	**Ed Helper** These workbooks will need printing but if you have access to a printer there are a wide range of maths and literacy activities https://www.edhelper.com/teacher-education/Daily-Free-Learning-Workbooks-for-Teachers-to-Share-with-Parents-while-Schools-are-Closed-Kids-will-actually-do-these.htm
 This site has lots of exciting science experiments that you can carry out at home. You need to sign up but it is totally free. https://www.sciencebuddies.org/stem-activities	**Go Noodle** A free website that encourages children to be active and have fun dancing along with the characters on screen. https://family.gonoodle.com/	The Nomster Recipe Library If you feel like exploring some new recipes then this website is perfect as it is totally free and has some great recipe ideas to try out! https://www.nomsterchef.com/nomster-recipe-library

Appendix 6 – Planned objectives for support staff in the event of a bubble closure

Planned Objectives

Name

Column headers: CPD Dyslexia, CPD Behaviour, CPD Counciling, CPD Phonics, CPD Mental Health, Reading Support, Spelling Support, Phonics Support, Tapestry, L3 Teaching Assistant Course, Teaching & Learning, SALT, CPD Autism, Art/class Preperation, CPD Developing Vocab, CPD Attachment Theory, Child Development, X tables, Sign Language

Phone Calls & Safeguarding

Appendix 7; St Peter's C of E School Online safety and acceptable use guidance within the scope of this policy.

The regulation and use of technical solutions to safeguard children are important but must be balanced with teaching the necessary skills to enable pupils to take responsibility for their own safety in an ever changing digital world. The National Computing Curriculum states that children should be able to use technology safely, respectfully, and responsibly keeping personal information private, recognise acceptable or unacceptable behaviour and identify a range of ways to report concerns about content and contact. Children's safety is paramount and they will receive the help, guidance and support through the whole curriculum to enable them to recognise and avoid online risks and to build their resilience. During the delivery of the curriculum staff will reinforce and consolidate safe online learning.

This statement is also valid during the current situation where learning is not possible in the normal way. As a result, the use of technology may well become the main method for learning across our school setting as individuals may not present in school.

This policy applies to all members of the school community who have access to and are users of school ICT systems and online resources, both in and out of school.

The school will deal with incidents as outlined within the Computing policy, within the remit of their safeguarding, behaviour and anti-bulling policies (and others when applicable).

<u>**Schools Use of Online Technologies**</u>

- SLT have agreed the technologies to be used when communicating with pupils during any period of home learning Microsoft Teams/Tapestry/school email/office 365

- Training and support in the use of home learning technologies is provided for staff

- When/if using live video or audio, school will ensure that all teachers and pupils are aware of expected behaviour and appearance

- Any staff involved in a live audio or video chat with pupils 1:1, must adhere to the guidelines contained in the safeguarding policy

- Teachers will discuss with their pupils how to be good Digital Citizens, including keeping personal information safe and the importance of taking regular screen breaks

- Teachers plan suitable activities to support home learning using a range of preapproved resources from the Learning Hub/Purple Mash/TT Rockstars/LBQ/The Oak Academy/BBC Bitesize

- Teachers' expectations of the quantity and quality of work undertaken at home by pupils are adjusted accordingly

- Marking of work will take place when deemed necessary. School may choose to feedback in a variety of ways including written/verbal comments or using the praise options available in some of the technology used

- For their health and wellbeing, staff will set their own parameters around when they are available online

- For the health and wellbeing of our pupils not all activities are screen based

- Schools will offer support and guidance to parents/carers on how best support their child at home with regard to their use of technology

Pupils and Parents use of Online Technologies

- Parents understand that the use of innovative online technologies enables school to deliver learning opportunities during unprecedented circumstances
- Parents should encourage their children to adopt safe use of the internet and digital technologies at home and will inform the school if they have concerns over their child's online safety
- Parents are aware that school will offer guidance and help them understand how they can best support their children and how to adjust their own expectations
- Children are encouraged to report any concerns they may have to a member of staff
- Children will conduct themselves in a manner that is conducive to learning

Equality of provision

- Alternative ways of completing tasks can be outlined to children so that technology is not essential
- School to identify a named point of contact in school for families to approach over technical support around home learning
- Devices may be discretely offered to families to support home learning

All pupils have signed an acceptable use agreement in school and the terms of this apply to remote learning.

Microsoft teams meetings
These are the steps that we have put in place to safeguard both the staff and the children during Teams meetings:
- School has created the school account and given teachers access
- All meetings have encrypted invites, unique meeting IDs and secure passwords
- Recorded lessons will all be recorded and kept / shared to the school Youtube channel.
- The teacher (as host) has full control over the lesson
- Only the teacher can share their screen
- Children will not share their full name when they join the lesson – 1st name or initials only
- Children will mute themselves once they have joined the lesson, if the lesson is being shared on the youtube channel. They will turn their cameras off if they are not to appear on the recording.

Teams Acceptable Use Agreement
- Children should be suitably dressed at all times and be in ear-shot of a parent/carer
- Children should ideally be able to complete their lesson in a room where they can concentrate without distractions
- Parents/carers should be mindful that 'background noise' including their own conversations, is picked up on the child's mic for everyone to clearly hear
- Children should follow the same behaviour expectations that we have in school. This includes putting your hand up to ask or answer a question
- Recording of the sessions in any way is prohibited

Appendix 8 ; Action taken in school to support and promote remote learning

Things already in place
- School twitter feed is very active
- School APP up and running
- School website – newsletters added weekly
- School website - home learning links page established
- Tapestry app used for current reception class
- TT rock stars used widely
- Purple mash used widely
- Teachers 2 parents text service used widely
- Forms APP added as an extension to teachers 2 parents
- Curriculum fact sheets for parents added to website
- All curriculum knowledge organisers added to website termly
- School you tube channel in place
- Class blogs actively used for sharing work at home.

June 2020 (all the above and extra below)
- Implement Microsoft teams as;
- method of communication for staff. All staff added to the main team.
- a way of keeping in touch with welfare calls for children
- Update and roll over all class blogs, and ensure all the correct people can access the correct class blog for posting.
- Create a latest news blog, as a landing page for parents to quickly access newsletters
- All parent email addresses checked and permission sough to store on SIMs and contact parents through email
- Tapestry extended to pre reception class and established as a means of communication with all new starters – establishing communication channels before enrolled.
- New intake class blog started and used to post messages re transition to new starters.
- Culture of celebrating home learning established; On line super learner blog established (superlearner inbox created for parents to nominate children who are working hard at home). All children nominated added to the blog and shared on twitter.
- Ks1 staff placing weekly challenge videos on you tube channel and placed on class blogs
- Implement CPOMS as a way of logging welfare and engagement calls with parents – to ensure all SLT and DSL are up to date with all pupil/parental engagement.

September 2020 (all the above and extra below)
- Extend the use of Microsoft teams so that each class has its own team.
- Run homework through Microsoft teams as a trial run so as to iron out any technical issues and get children used to logging in and receiving tuition through a screen.
- All purple mash logins placed in reading logs on first day of term
- All TT rock stars log ins placed in reading journals on first day of term
- Hard copy of parent curriculum booklets sent home and placed on website – containing all knowledge organisers, spelling lists, mega measures facts and reading challenge lists.
- Loom used as a video recording tool for weekly assemblies; assemblies added to you tube channel and assembly blog and used in class each week.
- What can I expect from home learning added as a sticky post to top of each class blog.
- All children sign acceptable user agreements
- CGP books ordered for all classes (it is not expected that all remote learning will be screen based)
- PE and sport blog updated with a home family fitness challenge each week. To encourage engagement a fitness at St. Peter's in box created for families to share videos of their fitness activities at home. All submitted entries go on the school newsletter and are tweeted pout

on the school twitter account and the new @fitnessstpeters twitter account. All families given a certificate.

January 2020 Third national lockdown (all the above and extra below)
- Each child to have their own private channel on Microsoft teams in order to leave messages for class staff or to submit work.
- Staff begin using assignments tab on Teams app in order for work to be submitted and receive feedback.
- Staff begin using video recording software to record own videos or use screen recoding on Power Point to add greater detail to learning tasks that are set for children.
- 1:1 interventions take place via Teams or telephone call where possible.
- Class TAs listen to children read remotely, again through Teams where possible.
- Laptops ordered from DfE and delivered to vulnerable families that have limited devices
- Data SIM cards ordered and then distributed to families struggling to access remote learning
- CPOMS well established as primary means of communicating any concerns to SLT.

Appendix 9; supplementary information

The Class Teacher will:

- Ensure that all passwords for all platforms are shared with parents/carers and are centralised on one single documents for pupils/parents.
- Share knowledge organisers with parents/carers each term. (curriculum booklet)
- Share the end of year expectations for reading/writing and maths with parents/carers. (curriculum booklet)
- Provide each pupil with a Remote Education pupil workbook and writing resources and ensure that pupils/parents are clear of the expectations. (via the blog)
- Communicate with families – text, Tapestry, website, blogs, twitter, email and phones calls as necessary.
- Have regular contact with any families of pupils who are disengaged and encourage them to engage and support with any issues – record the details of the call on CPOMS
- Address any concerns or questions from parents and carers in a timely manner. i.e. be available during the 'school hours' each day to support families.
- Ensure that all school policies are adhered to consistently whether teaching remotely or in school.
- Report any safeguarding concerns that may arise through remote learning to the Safeguarding Lead and follow the school Safeguarding policy at all times – update CPOMS
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum and adapt resources/support as necessary.
- Check pupils work and give feedback through online platforms and verbally.

Additional support/learning

- List of useful websites have been shared with parents/carers. (home learning grids)
- Knowledge Organisers have been shared with parents/carers and are on the website.
- End of year pupil expectations for reading, writing and math have been shared with parents/carers via the parent information booklet
- All passwords/log on information have been shared with parents/carers.