



Clandon CE Primary & Shere CE Infant and Nursery



## Learning at Home



### Intent:

*"The beautiful thing about learning is that nobody can take it away from you"*

Our remote learning offer is designed to meet the diverse needs of our children at Shere and Clandon Schools. It is based on effective research into remote learning strategies and incorporates those that work best for young children and makes best use of the resources available to our small schools.

We define remote learning as a broad term encompassing any learning that takes place outside of the classroom, when the teacher is not present in the same location.

Our remote learning plan will go into operation in the event that a class (bubble), or the whole school has to close to all or some pupils as a result of advice from Public Health England or because of a local or national lockdown.

**Our aim is to offer a high-quality learning experience across a broad curriculum for all children.**

We understand that children will require adult support in accessing and engaging with learning when they are at home. Therefore, we have designed an offer that we hope will allow families flexibility to engage with learning alongside their other commitments.

We understand that high quality teaching is more important than the way it is delivered (EEF 2020). We have used this knowledge alongside experience from the first national lockdown in March 2020 to form our plan.

Our remote learning platform is Microsoft Teams, and all remote learning will be delivered via this platform.

## **Implement:**

This information is intended to provide clarity and transparency to children and parents about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

## **One child/small group isolating:**

Where individual pupils need to self-isolate, but most of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching both pupils at home and pupils at school.

- Issue a planned bank of resources for home learning via parent mail.
- Contact the family at least weekly by telephone to check on their wellbeing.
- Contact vulnerable families at more regular intervals via the SENDCo and/or Designated Safeguarding Lead, as appropriate.

## **Full or Partial Closures:**

In the event of full or partial full closure the school will take the necessary actions to prepare for a longer period of remote teaching. This means that the first few days of remote teaching will be different to subsequent days and weeks.

However, by the third day, we will:

- Issue all families with guidance on how to access their class' remote learning via Microsoft Teams.
- From the second day, set tasks on Teams in a format appropriate for each age and stage.
- Offer Microsoft Teams sessions as appropriate to the age and stage of the child.
- Highlight additional links and activities to support families.
- Keep in contact via, emails, phone calls and newsletters.

## **We ask parents to:**

- Support your child with their learning for a period each day of up to 3 hours.
- Send completed work via Microsoft Teams or SeeSaw so that your child's work can be assessed, and feedback given.
- Continue to hear your child read using your Oxford Owls class login.
- Inform the school if there are any issues with your child completing the tasks.
- Speak to staff via a regular telephone call.

### How to support your child:

- Don't worry! We understand that remote learning is hard. You can contact your child's class teacher for help and support with all learning tasks set.
- Try to create a routine that you follow day by day and week by week.
- Make time for exercise, fun and breaks through the day.
- Take time to talk, this is an opportunity to talk about feelings and worries, hopes and wishes; this could be during the day or in the evening.
- Allow for those teachable moments! Explore their questions and ideas. Follow their interests and let them lead learning.
- Let your child discover through play and take time to enjoy games and puzzles together. Enhance your child's life with a new hobby such as cooking or gardening; you will find many links to the curriculum within such opportunities.

### The Curriculum:

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects such as technology, PE and Forest School are very hard to replicate online, as are the learning environments we create for our youngest children. We will offer video demonstrations, explanations and ideas for practical activities that can be completed at home.

### Structuring the day:

We recognise that many of you will be working from home and will need to manage your day as well as your child's. With this in mind, we have tried to offer some flexibility around completing tasks. **However, the expectation will be that all children access all online sessions and that they access school learning every day.**

### For Nursery Children:

In Fox Cubs the environment is our third teacher, our youngest children learn so much through engagement with their surroundings inside and out. This is impossible to replicate fully at home. We will give plenty of suggestions for you to try.

When the Nursery is closed, we will provide two live sessions each week giving children the opportunity to engage with their peers and key adults. A learning grid will be sent home with activities for your children to try during the week. We would encourage you to share a book with your Fox Cub every day.

## **Reception and Year One:**

Just like the Nursery much of the learning for Rabbits, Foxes and Hedgehogs takes place through their interactions with an engaging environment, this is hard to replicate. We will provide live sessions of phonics, number work and other activities through the week. A learning grid will be sent home with activities for your children to try during the week.

Please encourage your child to:

- Share a book with an adult
- Join in with our live phonics or practise their phonic sounds
- Counting to 10/20 backwards and forwards
- Complete one or two of the suggested activities

## **Year Two and Key Stage Two:**

Year Two marks the start of a more formal approach to education at Shere and Clandon, whilst keeping to our playful and child-initiated ethos. We will provide two to three live sessions a day from Year Two onwards. These will focus on registration to set the timetable and routine for the day, English and Mathematics.

- Attend all live sessions for English and Mathematics and complete the suggested activities.
- Practise their phonics and spelling.
- Read to an adult or older sibling
- Complete one activity from another curriculum area.

## **Special Educational Needs and Disabilities:**

We recognise that some children, for example, some children with special educational needs and disabilities, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with families to support those pupils in the following ways.

Children with an EHCP will be offered bespoke support from their Learning Support Assistant, ideally in school or possibly at home (with a risk assessment).

Additional support for any child struggling with any aspect of learning will be provided by the SENDCo. At Clandon this will be Mrs Ellie Morton and at Shere Mrs Cathy Hollis.

### **Pastoral Support:**

Nurture practitioners will be available to offer remote pastoral support for those children who usually access this provision when in school.

### **Devices and Connectivity:**

Parents are asked to contact the school office about any barriers to remote education, this includes lack of appropriate devices or poor connectivity. Our schools have limited spare devices but will lend what we can in confidence. Families with ongoing issues will receive paper copies in the post or via the School Office.

### **Engagement in Remote Learning:**

We expect all children to attend all live sessions and to submit their work by the deadlines set. Teachers will record attendance at sessions, and in the first instance it will be School Office who will call a family if a child has missed a session.

If poor engagement continues, the Head teacher will call the family to establish the reason and work to remove any barriers to accessing sessions or turning in work.

After three weeks the Head teacher may make a referral to the relevant service. This could be the Inclusion Officer or Children's Services, as appropriate.

### **Assessment and Feedback:**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or verbal feedback in live sessions are very valid methods of assessment.

Children will receive rich feedback when they engage fully in live lessons. They may also receive individual, written feedback on the learning they submit via SeeSaw.