

Eaves Primary School

'Excellence in Everything'



Remote Education Policy

Agreed by staff:	October 2020
Approved by Governors:	November 2020
Reviewed:	September 2021, September 2022

Cross reference to e-safety and Internet and Acceptable Use Policy

Introduction

Since March 2020 our school, parents and children have responded very flexibly to the challenges faced during the Covid-19 pandemic. This policy outlines the ways that we will ensure that our children continue to receive the high-quality education they deserve should there be a small number of pupils, class or year group who need to self-isolate or there is a local or national lockdown requiring pupils to stay at home.

What we have already done;

As a school, we have in line with DfE guidance:

1. Provided planned activities and resources via hard copies, Seesaw and the school website where needed.
2. Provided pre-recorded videos via Seesaw and YouTube.
3. Provided daily visual timetables.
4. Recognised the outstanding effort made by our families in supporting their children through such a difficult time.
5. Carried out a survey to gain information about devices in the home.

What we will do;

We realise that children and families may be affected in a number of ways should they need to self-isolate or if there is a whole school closure. This could include a lack of access to technology or parents having to work at home whilst trying to support their child's learning.

As detailed above, school has provided remote education, in line with DfE guidance and will continue to follow relevant guidance as we move forward including DfE expectations around contingency plans for remote education. This will take into account pupils age and stage of development and/or special educational needs. DfE expectations include:

- a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations;
- access to high quality remote education resources;

- on-line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and that will make sure staff are trained in their use;
- provide printed resources, such as textbooks and workbooks for pupils who do not have suitable on-line access (unless school is closed);
- recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely the DfE expect that schools will take into account, pupils age and stage of development and/or special educational needs to:

- set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- 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, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

As the nature and length of any further absence from school is difficult to predict, we have initially set out our support in three planned phases:

Phase 1 – short term

When it is confirmed that children will be isolating for more than a week we will provide the following;

1. At the end of each day, where possible, the work completed in school will be sent via Seesaw or email. This may not be possible for PE sessions or science experiments.
2. When appropriate, some activities such as art, will be hand delivered to the family home.
3. Telephone/seesaw support as necessary.

Phase 2 – medium term

During any short-term closure (ie 14 days or less, whether class, year group or whole school) we will provide the following:

1. Support for parents via Seesaw from 8:55am to 3.30pm, every school day. (Minus the teachers 10% non-contact time)
2. Live lessons (unless the teacher is ill)
3. Daily planned activities and pre-recorded videos available on the class YouTube channel and Seesaw.
4. Clearly defined timetable for the day (examples below) or week
5. Telephone support as necessary

Phase 3 – longer term

During any medium-term closure (2-4 weeks), we will provide the following:

1. Support for parents via Seesaw from 8:55am to 3.30pm, every school day. (Minus the teachers 10% non-contact time)
2. Live lessons (unless the teacher is ill)
3. Daily planned activities and pre-recorded videos available on the class YouTube channel and Seesaw.
4. Clearly defined timetable for the day (examples below) or week
5. Telephone support as necessary
6. Additional teaching resources via Oak National Academy lessons and activities, where necessary

We are hopeful that we will be able to provide a selection of devices to support those families without access to technology at home. The devices will be loaned to families for a set amount of time. An agreement will have to be signed by a parent or carer.

On the next few pages you will find examples of Remote Learning timetables.

Foundation Stage 1 Timetable

Subject/Focus	Activities and Resources	Suggested timings (These timings may be adapted according to age and ability of the pupil).
Daily reading x2 each day	Share a picture book with your child of the sharing book sent home from school in their book bag. It is important to re-read the book several times over the course of the week so that your child can join in with repetitive refrains and retell the story.	FS1 10-15 mins
Rhyme Time with Miss Heslin and Ernie.	Watch the video on our YouTube channel. Practice our nursery rhymes. You can copy the actions and sing along.	10-15 mins
Counting practice	Use every opportunity you can to practice reciting numbers. Walking up and down stairs, preparing food, tidying toys away etc.	10 minutes AM & PM
Literacy	Go for a listening walk indoors or outdoors. What can you hear? Discuss the different sounds you can hear with your child.	10-15 mins
Maths	Write your child's name then count out each individual letter. Challenge – Can you write the number of letters next to their name?	20 minutes
Understanding of the World Activities	These are practical activities that develop physical, expressive art, design and science skills. Today's activity – draw your family portrait.	10 -15 mins
Physical Development	Games outside in the garden or yard. Target Throwing Check out some Disney inspired 10 minute games to play https://www.nhs.uk/10-minute-shake-up/shake-ups	30 minutes
Story Time	Daily picture book read by Miss Heslin	5 minutes

Foundation Stage 2 Timetable

Subject/Focus	Activities and Resources	Suggested timings (These timings may be adapted according to age and ability of the pupil).
Daily reading x2 each day	Share a picture book with your child either the sharing book sent home from school in their book bag or by following the link on Seesaw to the recommended text read aloud by an adult (The Gingerbread Man, Rosie's Walk, Little Red Hen) or on the Oxford Owl Website https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection . It is important to re-read the book several times over the course of the week so that your child can join in with repetitive refrains and retell the story. Draw your child's attention to words that rhyme (man, can, ran etc.) and words that begin with letter sounds we are learning 'm' 'a' 's' 't' 'd'	FS2 10-15 mins
Learn a sound a day with Mrs Askew and Fred Frog.	Watch the video on Seesaw. Practice writing the letter that makes today's sound. As well as writing on paper, you can write in sand or using a stick in the mud or chalk on the ground to make this fun and active.	15 minutes
Counting practice	Use every opportunity you can to practice reciting numbers. Walking up and down stairs, preparing food, tidying toys away etc.	15 minutes AM & PM
Literacy	Use small world toys (blocks, Duplo, small people and animals) to re tell the stories you share with your child. Draw a story path to help them remember and walk through the story.	30-40 minutes
Understanding of the World Activities	These are practical activities that develop physical, expressive art, design and science skills. For example, building a bridge for the gingerbread man or making him a boat.	30 minutes
Maths	Practical tasks linked to this week's focus outlined on the plan. White Rose Home Learning online if you have a computer.	30 minutes
Physical Development	Games outside in the garden or yard. Throwing and catching using a large ball or rolled up socks indoors. Hop scotch. Build an obstacle course that gives opportunities for your child to balance, jump off an object and move freely between obstacles.	30 – 45 minutes

Year 1 Timetable

Subject/Focus	Activities and Resources	Suggested timings (These timings may be adapted according to age and ability of the pupil).
Daily reading	School/ home reading books, magazines, e-books on Oxford Owl website. <i>Remember to choose a book from your child's current reading band.</i>	10-15 minutes
Spelling practice Look, Say Cover, Write Check grids.	Use weekly spellings provided. Practise through Look/Cover/Say/Write/Check templates provided. Read the word. Cover it up. Write it. Check it's correct. If it's not, try it again. Prepare for spelling test on Friday.	15 minutes
EdShed practice	www.edshed.com Spelling Shed - Practice weekly spellings. Maths Shed - Practice number bonds to 10.	15 minutes AM & PM
Phonics	RWI activities / links uploaded to Seesaw. Oxford Owl daily Speed Sounds and Green Words practice.	15 minutes
English task	Set by class teacher. Watch and complete YouTube lesson on current class Pathways text. Link uploaded to Seesaw.	20 – 45 minutes
Maths	White Rose Video inputs and practice worksheets uploaded to Seesaw.	20-45 minutes
Learning Project (Geography, history, RE, PE, PSHE, science, art, computing).	Set by class teacher via Seesaw. Follow the daily links (e.g BBC Bitesize, Charanga, YouTube, Oaks) and complete tasks set. Some days may have a single longer task linked to one subject such as Science and other days may have more than one shorter tasks linked to multiple subjects e.g Music, P.E, Computing.	30 - 40 minutes
Story Time	Daily Story Time through YouTube video. Don't forget to vote for your favourite story via Seesaw.	10 mins

Year 2 Timetable

Subject/Focus	Activities and Resources	Suggested timings (These timings may be adapted according to age and ability of the pupil).
Daily reading x2 each day	For these sessions, children could use school/ home reading books, newspapers, magazines and free e-books on Oxford Owl website: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+6-7&level=&level_select=&book_type=&series= You can sign up to the Oxford Owl website for free and access a good range of free reading/English resources!	10 – 15 minutes for each reading session
Spelling practice Look, Say Cover, Write Check grids.	Use word lists provided. New word lists provided on Fridays. Read the word. Cover it up. Write it. Check it's correct. If it's not, try it again. Practise until you've got it. Try a spelling test at the end of the week.	10 minutes
Number bonds practice	NumBots website: https://play.numbots.com/#/account/school-login/9840 All children have their own login. Please message me if they cannot remember it.	15 minutes AM & PM
Reading comprehension	A reading comprehension task will be uploaded to SeeSaw and the school website. This should be completed independently by your child(ren). Read the text aloud and use evidence in the text to answer the comprehension questions.	20-30 minutes
Phonics	Activities, links and/or worksheets uploaded to SeeSaw daily.	15 minutes
Maths	White Rose Video inputs and practice worksheets uploaded to Seesaw. We understand that not all families have access to printers, so completing the maths activities with pen and paper is fine! It could be that you just write the answers to the questions on your paper – this is absolutely fine too!	30-40 minutes
Writing	Today, we will be continuing with our class text, 'Troll Swap by Leigh Hodgkinson'. The children will be starting to write a persuasive letter to Tabitha in role as one of Tabitha's parents. A video explaining and modelling this task will be uploaded onto YouTube and a link will be shared via SeeSaw.	30-40 minutes
Foundation subjects	(Science) Children will be investigating how the shape of some objects/materials can be changed by stretching, squashing, twisting and bending. A worksheet and PowerPoint will be available on the school website to help with this task. A video explaining and modelling this task will be uploaded onto YouTube and a link will be shared via SeeSaw.	30-40 minutes

Year 3 Timetable

Subject/Focus	Activities and Resources	Suggested timings (These timings may be adapted according to age and ability of the pupil).
Daily reading x2 each day	School/ home reading books, newspapers, magazines, e-books on Oxford Owl website (this is free to sign up too!)	Y3/4 – 20-25 minutes
Spelling practice Look, Say Cover, Write Check grids.	Use word lists provided. New word lists provided on Fridays. Read the word. Cover it up. Write it. Check it's correct. If it's not, try it again. Practise until you've got it. Try a spelling test at the end of the week.	15 minutes
Times tables practice	TT Rock Stars https://trockstars.com/ All children have their own login. Please message me if they cannot remember it.	15 minutes AM & PM
Guided Reading	Page 35 – 39 of The Dancing Bear Listen to pages being read by Miss Rimmer on YouTube. Copies of pages will also be provided on Seesaw. Children to complete 4 Rapid Recap Retrieval questions and then 1 PSHE style question.	45 minutes
Big Skills (not applicable for all)	Revise Set 2 and Set 3 sounds Watch Miss Rimmer on YouTube saying them if you want to. Complete the worksheet.	45 minutes
Maths	White Rose Video inputs and practice worksheets uploaded to Seesaw. Counting in 50s. Follow along with the video and complete the worksheet.	45 minutes
English	Beginning to look at speech. Watch video from Miss Rimmer on YouTube. Looking at the Spring page from 'Seal Surfer' (same as Monday), create a dialogue between the boy and his grandfather and put these into speech bubbles.	45 minutes
Spanish	Learning colours. Children to practice saying the colours and getting used to the pronunciation. Go on a hunt around your home to find things of a particular colour.	30 minutes

Year 4 Timetable

Subject/Focus	Activities and Resources	Suggested timings
Private reading	This could be your home book, a book off your shelves, a magazine, the back of a cereal box or a recipe! Anything, as long as you are reading!	15 minutes
Guided Reading	Listen again to yesterday's story, play the video with the quick questions in and then complete the questions on the sheet.	45 minutes
Break		15 minutes each AM & PM
Time Table Rock Stars	Play on the Garage setting. If you can't remember your login details, message me on Seesaw.	15 minutes
Maths	Follow the video and answer the questions set on Seesaw – please either email your answers to eavesy4@sthelens.org.uk or upload to Seesaw	45 minutes
English	Watch my instructional video – you are going to complete the writing of information for your gorilla fact file.	45-60 minutes
Lunch		45-60 minutes
Time Table Rock Stars	Play on the Garage setting. If you can't remember your login details, message me on Seesaw.	15 minutes
Spanish	Spanish – there will be a link to some Spanish work for you to complete.	45 minutes
Reading	Read aloud to an adult and ask them to fill in your Reading Record.	20 minutes
Story	Listen to the next part of the story of The One and Only Ivan	10-15 minutes

Year 5 Timetable

Subject/Focus	Activities and Resources	Suggested timings
Daily reading x2 each day	School/ home reading books, newspapers, magazines, e-books on Oxford Owl website.	Y5 – 30 minutes
Times tables practice	TT Rock Stars https://trockstars.com/ Children have their individual log ins. Please ask if you need another copy. I am on there, so challenge me, or one of the other teachers!	15 minutes AM & PM
Guided reading	Today's text is a non-fiction text based on the Battle of Hastings which happened on this date many years ago. Video is on the YouTube channel, with 7 questions at the end. Questions focus on retrieval and inference skills. I will read the text aloud, but please mute/ pause if you would prefer it read it yourself.	45 minutes
Writing	Today we are looking at informal letter writing. We will look at the features of this style of writing, including the layout, using an example letter. We will also look at which writing features we can use in our letters, from the skills we have been practising over the last week e.g. subordinate clauses, embedded clauses. We are then going to apply this by writing a letter between two characters from our book. Class text- Queen of the Falls. The video on our YouTube channel will model these writing features, and show you how it is used, then explain today's task.	45 minutes
Maths	Today we are continuing with our Statistics unit- to read and interpret line graphs. The White Rose Video input has been uploaded to our YouTube channel. The worksheet to complete will be sent via Seesaw. Please watch the video first before completing the worksheet.	45 minutes
Music	We are continuing with our unit 'Livin' On A Prayer'. I would like you to log on to the Charanga website www.charanga.com/yumu Log ins were sent via Seesaw last week. Log on and complete the lesson that is there (step 4). The signed version of the song is also on there. Could you learn some more of the song at home?	45 minutes

Year 6 Timetable

Subject/Focus	Activities and Resources	Suggested timings
Daily reading x2 each day	School/ home reading books, newspapers, magazines, e-books on https://www.squigglepark.com/dreamscape/ , https://www.getepic.com/ and Newsround articles.	Y6 – 30 minutes
Times tables practice	TT Rock Stars https://trockstars.com/ Children have their individual log ins. Please ask if you need another copy. Check out your rock status and get ready for a rock battle.	15 minutes AM & PM
Guided reading	Today's text is a non-fiction hybrid text based on the term 'Kindertransport child'. This is linked to the conversation that Miss Carter and Mrs Henderson were having in the chapter 'Caring for Evacuees is a National Service' that I shared on the YouTube channel. There are 7 quick quiz retrieval questions. The second part of your questions will focus on retrieval, inference skills and vocabulary.	45 minutes
Writing	<p>Today we are looking at using dialogue to advance the narrative. We will look at the features through the use of a dialogue sandwich that will focus on direct speech and action. We will also look at the writing features we will need to use such as inverted commas, commas and adverbials (manner, frequency and place). We are then going to apply this knowledge by writing the scene in which Lydia's mum is sewing on the yellow star onto her jacket.</p> <p>Class text- Star of Hope, Star of Fear - Jo Hoestlandt</p> <p>The video on our YouTube channel will model these writing features, and show you how it is used, then explain today's task.</p>	45 minutes
Maths	<p>Today we are continuing with our division unit – we will be building on our previous knowledge of short division from year 5</p> <p>The White Rose Video input has been uploaded to the school website and seesaw.</p> <p>The worksheet to complete will be sent via Seesaw. Please watch the video first before completing the worksheet – you don not need to print out the sheet work like a true mathematician and use pencil and paper to jot down your answers.</p>	45 minutes
Music	<p>We are continuing with our unit 'Happy by Pharrell Williams'.</p> <p>I would like you to log on to the Charanga website www.charanga.com/yumu</p> <p>Log ins were sent via Seesaw last week.</p> <p>Log on and complete the third lesson. The music appreciation task will be sent via Seesaw and uploaded on the school website. The signed version of the song is also on there. Could you learn some more of the song at home?</p>	45 minutes