



Leighfield's Approach to Remote Learning

Introduction

The purpose of this document is to outline the provision at Leighfield for remote learning. Our aim is to enable the children to continue their education away from school site, with appropriate support structures which ensure equity for all children.

All schools are expected to support families to access a range of learning resources using a variety of sources, including a combination of pre-recorded teaching videos and online/website-based learning. To ensure that this happens effectively, systems are in place to allow teachers and support staff to continue to be able to communicate and interact with children/parents through a number of different platforms.

We acknowledge and realise the difficulty that some families face due to the lack of digital devices. As a school, we are committed to ensuring that our plans for remote learning are as inclusive as possible and therefore, long-term, we aim to equip those most in need with a device where possible. However, at this current time, we only have a very limited number of devices that can be loaned out to those families who are most in need.

Remote Learning at Leighfield

The DFE state that schools 'must have the capacity to offer immediate remote education'. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example during a national lockdown.

- Leighfield's Curriculum allows access to quality online and offline resources including teaching videos via Oak National Academy and Discovery Schools Academy Trust, which links to year group expectations.
- Microsoft TEAMS 365 and Tapestry will be consistently used across the school in order to allow regular interaction, assessment and feedback.
- For our younger children and those with Special Educational Needs, we will work closely with families to support the delivery of a broad and ambitious curriculum.

When teaching year groups remotely, Leighfield will aim to:





- Ensure 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 clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.



- Monitor how well pupils are progressing through the curriculum through ongoing communication and regularly checked work.
- Respond to ongoing communication with children and parents and modify planning where necessary to ensure pupils are understanding new learning.
- Plan a timetable that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers via Microsoft TEAMS and/or Tapestry.

Software

Teachers will be utilising the following platforms to deliver and access learning for our children. They will also aid communication and interaction with families who are unable to come into school.

 TAPESTRY ONLINE LEARNING JOURNAL	<p>Tapestry https://tapestryjournal.com/s/leighfield-primary-school</p>	EYFS Year 1 Year 2
 Microsoft Teams	<p>Microsoft TEAMS Access via the APP or www.office.com</p>	Year 3 Year 4 Year 5 Year 6
 CENTURY	<p>Century https://www.century.tech/</p>	Some KS2 classes.
	<p>TimesTables Rockstars https://trockstars.com/</p>	Year 2 Year 3 Year 4 Year 5 Year 6

We may also communicate with parents via:

- Leighfield Website www.leighfieldschool.co.uk
- Leighfield Facebook Page
- Leighfield Twitter @leighfield_acad
- Parentmail
- Phone calls



E- Safety

The Trust have created some protocols/etiquette that all children must follow when learning remotely (see **appendix 2**).

E-safety is taught as part of the curriculum using the Project Evolve materials.



Teaching and Learning Remotely

We fully understand the challenges of Home Education whilst handling other work and family commitments. Leighfield will provide a range of learning materials but will aim to work with parents to support children with their online learning as much as possible.

What should my child expect from immediate remote education on the first day or two of pupils being sent home?

For all children, remote learning will start on Day 2. This is to enable teachers and families to prepare fully. A letter detailing the remote learning procedures will be sent home on Day 1 and a home learning pack consisting of some initial work, workbooks and resources will be available to collect from school (where this is not possible, we will organise for it to be delivered).

We will also ensure that families have access to Microsoft Teams and/or Tapestry to ensure the learning can be accessed.

Will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.



Lesson Structure

Learning will usually take the form of some 'explicit teaching' using a PowerPoint, pre-recorded lesson or video and the children will be asked to complete an independent activity to practise and apply their learning. Additionally, some learning will be dedicated to developing fluency and recall, or will offer an opportunity for consolidation.

How will you assess my child's work and progress?

Each lesson will have a clearly defined objective and outcome. Feedback will be given where possible but this will not be instantaneous and will vary due to the nature of remote learning. Feedback can take many forms and we are working towards offering the following:



- ✓ Whole class feedback – delivered during the teacher input to the whole class based on prior learning
- ✓ Video calls to small groups of identified children
- ✓ Phone calls
- ✓ Typed responses to a piece of work on Teams or Tapestry
- ✓ General messages in Teams or Tapestry

How long can I expect work set by the school to take my child each day? How will you check whether my child is engaging with their work? How will I be informed if there are concerns?

The DFE expects schools to set remote learning that will take pupils approximately 3 hours per day although this is likely to be shorter for our youngest children. We will always monitor the children's engagement with remote learning and a teacher/teaching assistant will contact you if your child is struggling to access the lessons on the learning platforms to offer support.

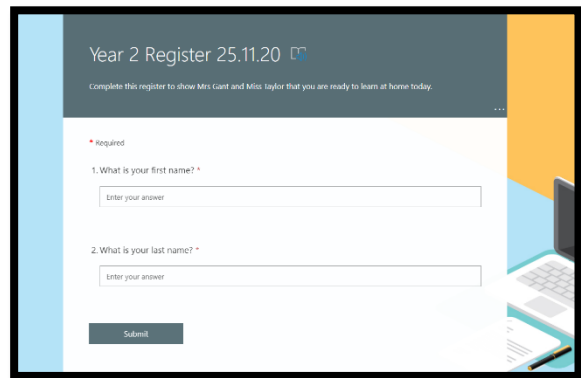
The timetables below will give a suggested structure of how the learning throughout the day might be organised.



Registering

All children will be required to register in the morning using a Microsoft Form.

Once your child has registered, they will be able to watch the welcome video by their class teacher which explains the learning for the day.



EYFS/KEY STAGE 1

Each year group will receive a daily timetable that details the learning that will take place. These will include a combination of:

- ✓ Ideas for learning at home
- ✓ Online reading books
- ✓ Oak National Video Lessons
- ✓ Pre-Recorded Teacher Lessons included daily phonics
- ✓ Independent Learning Tasks
- ✓ Teacher PowerPoints

Commercially available websites may be used to support the teaching of specific subjects or areas, including video clips or sequences. Examples of these are below:

	EYFS	Key Stage 1	Key Stage 2
Maths	White Rose Maths	White Rose Maths The NCETM provide short videos for children while they are at home.	White Rose Maths The NCETM provide short videos for children while they are at home
English	Phonics The DFE have created videos to support children to learn phonics at home to view the videos. The Trust have also developed their own videos to support children’s learning in phonics.	Phonics The DFE have created videos to support children to learn phonics at home to view the videos. The Trust have also developed their own videos to support children’s learning in phonics.	Writing Literacy Shed Reading Authorfy gives access to masterclasses on texts from a range of authors, including videos from the authors and activities linked to novels.



	<p>Teach your monster to read is great for children. It contains lots of phonics games.</p> <p>Reading You can access e-books that link to the children's book bands on Oxford Owl</p>	<p>Teach your monster to read is great for children. It contains lots of phonics games.</p> <p>Reading You can access e-books that link to the children's book bands on Oxford Owl</p>	<p>You can access e-books that link to the children's book bands on Oxford Owl</p>
Other Curriculum Subjects		<p>Off School</p> <p>BBC Bitesize</p> <p>Oak National Academy</p>	<p>Off School</p> <p>BBC Bitesize</p> <p>Oak National Academy</p>

All timetables will have hyperlinks that will direct the children to the lesson's learning where possible.

EYFS Daily Timetable

Please find below an example of what a daily timetable will look like for your child, should we need to provide them with remote learning. This will be offered if your child is well, but required to self-isolate, **or** if our EYFS bubble needs to close. We will provide a new timetable each day with relevant tasks and links to activities for your child complete. These timetables will be saved in the 'Activities' folder on Tapestry within the 'planned activities' tab. We will send you a memo with further details of how to access this should it be necessary, so please do not worry.

Monday 16 th November - 'We're Going on a Bear Hunt'	
Phonics	Today's phoneme is 'u'. Please refer to link below: https://www.youtube.com/watch?v=Z33MXicERw&list=PLLT-p7WTVBXWSYpWa54C2utyYUWFnAZu&index=20
Writing	What has Monty been up to? Have a go at writing a sentence to match the picture. The resource for this task can be found in 'planned activities' and is called 'Monty is on the bed'.
Physical activity	Have a go at this Cosmic Yoga session, linked to 'We're going on a Bear Hunt' https://www.youtube.com/watch?v=KAT5NIWHFU
Maths	This week we are consolidating our understanding of doubling. Watch the video below: https://www.youtube.com/watch?v=Bot83VxMLqM and then complete the doubling task which can be found on Tapestry in 'planned activities'
Wider curriculum	Create your own 'Double Bug' This activity can be found in our 'planned activities section on Tapestry'
Story	Read or watch, 'We're Going on a Bear Hunt' https://www.youtube.com/watch?v=DgyI6vkDwds How many other stories can you find with bears in?

Please note, these activities would need to be split into chunks of time throughout the day. The children will need lots of breaks and opportunities to play.

Parents/Children will be able to communicate via Tapestry and can give children feedback on their work.




KEY STAGE 2

Each year group will receive a timetable daily that details the learning that will take place. These will include a combination of:

- ✓ Oak National Video Lessons
- ✓ Pre-Recorded Teacher Lessons
- ✓ Independent Learning Tasks
- ✓ PowerPoints
- ✓ Topic Based Projects

All timetables will have hyperlinks that will direct the children to the lesson's learning.

Suggested Time	Subject	Information and Links to Learning
9.00		Please complete the register and then watch our morning welcome video.
9.15- 9:30	Phonics	Watch this Phase 5 Lesson 2 on the "ou" sound and join in with the learning.
9.30- 10.30	English	<p>To orally rehearse sentences and write them in the past tense.</p> <p>You have already imagined being at the Great Fire of London events and you have begun to write a diary as if you were there. Watch this video to remind you about what happened.</p>  <p>Imagine you are interviewing Thomas <u>Farriner</u> who lived at the bakery. What would you ask him?</p> <p>Write your questions in your workbook. Don't forget <u>your ?</u> at the end of each question. There are three word mats to help you.</p> <p>Challenge: Can you find the answers to any of your questions?</p>
10.30 -10.45	Break	
10.45- 11.45	Mathematics	<p>To recognise coins using pence</p> <p>PRIOR LEARNING: Look at the number lines to practise counting in steps of 2, 5 and 10.</p> <p>Watch the maths video attached and/or look at the power point and work through the counting of coins.</p> <p>If you can find some coins in your house place them in front of you to help you. You could draw/print some of your own and cut them out if you don't have any at home.</p> <p>Write your answers in your workbook. Write the number of the question and your answers next to it.</p> <p>Send us a photo!</p>



What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

Roles and Responsibilities (Children)

Maintain your excellent progress at school by:

- Dedicating appropriate time to learning. Your teacher will give you guidance to time expectations
- Check platform (to be agreed) to understand your teachers’ expectations of what you are learning and what you need to produce
- When you are working at home make sure you choose a quiet space, free from distractions (such as the TV) where possible
- Remember you should still do your own work! Parents/helpers can **help** but not do the work for you
- Take breaks away from devices between scheduled lessons
- Be dressed in your clothes, not your pyjamas
- When you are learning in a Teams lesson, make sure that you blur your background - If you cannot blur your background, then make sure you are sitting with a blank wall behind you
- In a live Teams video call put your mic on mute until your teacher asks you a question
- In a live Teams video call keep your camera on
- In a live Teams video call use the ‘raise your hand’ icon if you want to ask a question

Questions related to:	Contact:	Typical Response Time
Your learning	Class/specialist teacher – use Microsoft Teams	12 hours
Technology	ICT help desk	48 hours
Any other issue related to distance learning	Headteacher	72 hours

Roles and Responsibilities (Parents)

Support your child/ren in their learning by:

- Consider the age of your child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during the day).
- Engaging in conversations on posted materials, assignments – where work commitments allow.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available.
- Monitoring time spent engaging in online and offline learning
- Support emotional balance by providing time for reflection, physical activity, conversation, and play.
- Monitor their access to online activities

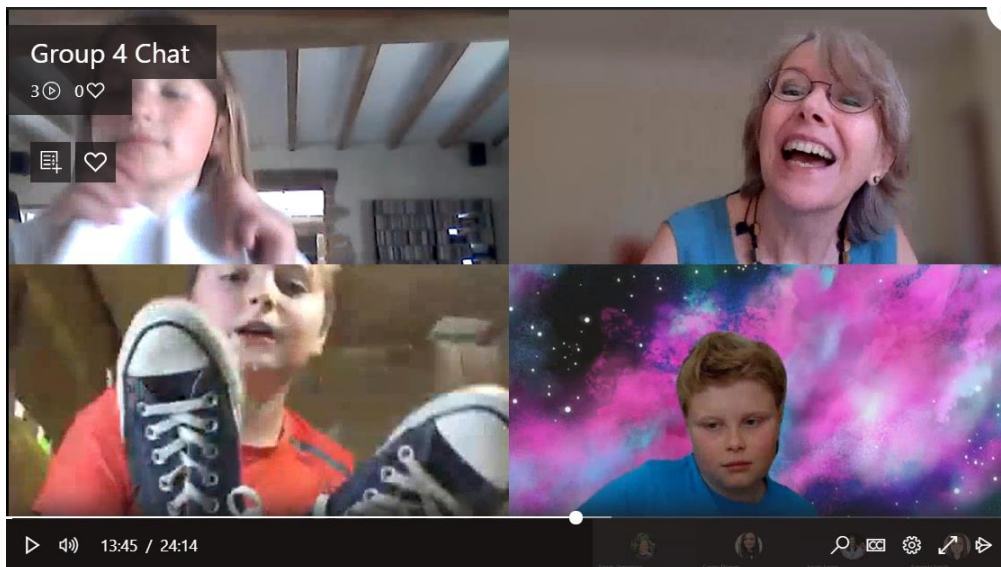


- Ensure they fully engage and follow expectation where possible

Questions related to:	Contact:	Typical Response Time
Your child's learning	Class/specialist teacher – use Microsoft Teams	24 hours
Technology	ICT helpdesk	48 hours
Any other issue related to distance learning	Headteacher	72 hours

Live Video Chats

Teachers/TAs may wish to communicate with their class in small groups via Microsoft Teams Calendar.



The purpose of these 'chats' is to allow children have the opportunity to see and speak to their peers. The chats will be structured and led by the class teacher and/or TA but the focus will not be on learning.

Teachers may also schedule to meet groups of children for online learning.

Children must return the Home-School Agreement before participating and must adhere to the protocols (see **appendix 3**)



Inclusion Support

If my child does not have digital or online access at home, how will you support them to access remote education?

We are working hard to ensure as many children as possible have access to a device at home. We have 10 laptops that children can loan to access remote learning across the school. Please notify us immediately if your child does not have access to a device at home. You will need to complete a loan agreement (**see appendix 1**) for the laptop for the period of remote learning.

At the start of isolation, children will be provided with a 'paper pack' for Day 1. This will include stationery, workbooks and any paper-based learning that might be required.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

- For children who usually receive additional support within school, teachers/teaching assistants may set individual assignments/learning with suitable work that is personalised to meet the needs of an individual child.
- Specific feedback will be given to address any misconceptions and, if necessary, phone calls or TEAMS calls can be made to clarify understanding and offer further support.
- Wellbeing support can be accessed at any time. Please contact one of the following emails if you are concerned about your child's wellbeing: sdonnalioia@dsat.leighfield.org or elsa@dsatleighfield.org
- Mrs Donnalioia will monitor the engagement of children with Special Educational Needs and for those requiring additional support. Regular contact will be made with families to ensure these needs are being met.



Appendix 1

Device Loan Agreement for Pupils

1. This agreement is between:

1) Leighfield Primary School

2) Parent(s) Name: _____

Address:

And governs the use and care of devices assigned to the parent's child (_____). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school's policies.

1. The school is lending the pupil a laptop for the purpose of doing work from home (remote learning).
2. This agreement sets the conditions for taking a _____ laptop home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

2. Damage/Loss

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.



I understand that I and the pupil are responsible for the equipment at all times whether on the school's property or not.

If the equipment is [damaged, lost or stolen], I will immediately inform Mrs Eaton, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on their demand from the school in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable use

I am aware that the school monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

Include details of your acceptable use policy for devices, e.g.:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language

I accept that the school will sanction the pupil, in line with our behaviour/discipline policy, if the pupil engages in any of the above **at any time**.



4. Personal use

I agree that the pupil will only use this device for educational purposes and not for personal use and **will not** loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment 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)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact Mr Statham on the email dstatham@dsatdanemill.org.

6. Return date

I will return the device in its original condition to the school office on the child's first day back in school.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	



Equipment Loan Form for Pupils

To be filled out by staff signing out the equipment.

DETAILS OF PUPIL	
NAME	
CLASS	
YEAR GROUP	
ADDRESS	
PARENT'S TELEPHONE NUMBER	
PARENT'S EMAIL	
LOAN DETAILS	
LOAN DATE	
DATE RETURNED	
EQUIPMENT DETAILS	
TYPE	
Leno	Lenovo



MODEL	
SERIAL NUMBER	
ASSET NUMBER	
EQUIPMENT CONDITION	
ACCESSORY DETAILS	
DESCRIPTION	QUANTITY
[e.g. keyboard/mouse/laptop case]	



Appendix 2



DISCOVERY Protocols for Virtual Live Video calls (Home Learning Advice)

These protocols have been suggested to protect your child and the member of staff when they are teaching and learning together online. Please read the document carefully and be objective about the information listed below.

- During an online lesson, your child must wear suitable clothing (no pyjamas or offensive slogan T-shirts) as should anyone else in the household when webcams are switched on. It will be the parent's responsibility to immediately switch off any webcam (pupils will be asked to leave the online lesson if it is felt that a pupil or family members clothing is inappropriate). Once they have changed into appropriate clothing, they will be permitted to re-join the session.
- All digital devices must be used in appropriate areas of the house, for example, not in bedrooms.
- The 'blurring of backgrounds' tool must (where possible) be used. (This function may not be available on your home device therefore make sure your child sits against a neutral background. You should contact the school technician for advice about this function if it is not available.)
- All live lessons are recorded. This is for safeguarding purposes, if any issues were to arise, the video could be reviewed. (The recorded lessons will be stored for one year and then deleted)
- Live classes will be kept to a reasonable length of time the ideal time for a session are around 20 to 30 mins. The live lessons will always fall within normal school hours. Live lessons will be recorded, and links shared within your child's MS TEAM area.
- All Language used must be appropriate, including any family members and adults in the background of any household. Inappropriate language used by pupils or heard by



members of their family will be reported and the Microsoft Teams accounts will be muted.

- Microsoft Teams and chat platforms are for learning purposes only. They are not to be used as a social media forum. This will be monitored and checked. The Platform will be available from 7am till 8pm only. This will reduce the length and time children are online.
- There will be a channel in the Class Team for children to communicate with their friends. This is called the 'Playground' channel but again the children will need to use appropriate language and behaviour in this channel as if they were in a real playground at school. It will be monitored daily by class teachers and members of the SLT in real time.
- Children are not permitted to eat during online lessons. The learning platform is a representation of a real classroom, teachers do not permit eating during lessons when they are physically in school so please do not allow your child to eat during live lessons. Having a drink whilst learning and participating is fine.
- To recreate a suitable learning environment for your child, make sure they can sit at a table for the lesson (where possible). Have access to a drink, pencil, ruler, rubber, and *workbooks (*school should have sent the books home, for your child to use).
- When your child is learning online, please reduce distractions i.e. television, telephone calls, pets etc. in the background.
- Let your child learn independently – do not sit next to them and coach them. Only offer support if there is a technical issue but please be present somewhere in the same room.
- If a parent has questions, use the appropriate chat channel in the Class Team after the lesson. You can send a message to your child's class teacher in this channel and they will respond to your query or call you within 48hrs
- Please be aware that the lesson could be for a class of 30 children not just for your child. It is an open forum; any distractions will disturb not only your child but 29 others



- Teachers will respond to your child's work once your child returns it but be mindful that teachers will not be able to reply instantly due to the structure of their day/week.
- Remember to consider and balance your child's emotional wellbeing too by providing time for reflection, physical activity, conversation, and play. The teacher input will be online but most of the activities and learning should be completed away from the computer.
- Monitor your child's access to digital devices. Screen time will be taken into consideration when the weekly timetables are planned by the teachers.
- Ensure your child is fully engaged and following expectations. This is the most challenging aspect but can also be the most rewarding for your child's future education.



Appendix 3

Dear Parents and Carers,

I am writing to inform you that if it becomes necessary for more bubbles to isolate or we find ourselves in a National lockdown where schools close, it may be necessary for the children to participate in a live **'Video Call'** with their class teacher(s) within Microsoft Teams. Depending on the circumstances, there may also be some live learning available to the children.

The aims of the Pupil-Teacher video call may include:

- To increase communication between teacher and pupils.
- To enable some interaction between peers facilitated by a teacher.
- To support children's wellbeing.
- To establish effective, home-school links.
- To deliver some live learning.
- To give the opportunity to celebrate learning (ie an assembly).
- To give the opportunity for children to ask for help/feedback on their learning.

The video calls may consist of small groups of children or the whole class and whilst this is optional, we would encourage your child to join in if at all possible. Your child will receive a videoed tutorial to help them understand the key functions within TEAMS to enable them to participate effectively. A link will be sent to you to enable your child to attend. If you have difficulties accessing a device, please contact the school.

We have written an agreement form which outlines the responsibilities of the adults and pupil members of the Video Call. We will need you to sign this agreement and return it to school either via post or by email (scan or photograph) by **XXX**



Whilst we expect there will need to be some parental input from parents to ensure the technology is working and the agreement terms are adhered to, we do want the communication to be between your child and their teacher and would encourage as little parent participation as possible during the video calls.

I of course, really hope that our children remain in school to be taught by their teacher(s) but unfortunately any positive cases of coronavirus are completely out of my hands and in this instance, we want to be as prepared as possible.

Yours sincerely,

Mrs S Eaton

Headteacher



Live Video Calls Agreement form via Microsoft TEAMS

Adult Team Members

Your child's class teacher(s), Mrs Donnalioia and Mrs Eaton will be members of the TEAM. Mrs Eaton and/or Mrs Donnalioia will be able to 'drop in' to any of the pupil-teacher video calls.

Pupil Members

The Video Call will range from 2 children to a whole class and will be pre-arranged.

School Rules

The school rules will apply to these online sessions.

Key expectations

1. All pupils and adults must use (blurred) backgrounds when communicating by video
2. Children must engage fully with the session and distractions must be avoided
3. A parent must be present in the room
4. All parents and pupils agree to the recording of all "Live" content for safeguarding reasons. All recordings will be stored for 1 academic year unless pre-agreed with parents.
5. During an online session, your child must wear suitable clothing (no pyjamas or offensive slogan T-shirts)
6. Appropriate language must be adhered to at all times
7. The class teacher must be informed if your child cannot attend
8. All children must watch the 'tutorial' video before the first video call

Signed Parent:

Signed by Pupil:

Date:
