



# Churchfields Infants' School

## Remote Learning Plan



Revised January 2021

### What is remote learning?

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Remote education is a way of delivering the curriculum.

### How we have developed our remote learning package.

During the Lockdown period from March to July 2020, we sent home weekly home learning materials specially designed for each year group and the age of our children.

Alongside this we set up our own YouTube channel which we used to share stories and other focused learning videos, for example, philosophy, phonics, science and other key areas of learning and development of young children such as fine motor skills activities. Our YouTube channel was created and maintained by a volunteer. This was a huge success with over 400 subscribers and news that the channel had been viewed from Australia to Lewisham with friends and family of our children also enjoying our stories. There are approximately 200 videos available on our channel.

We created additional email accounts for each class that families could communicate with teachers, enabling us to assess the learning that had taken place and also ensure the mental health and wellbeing of our children and their families.

We made personal telephone calls to all our families. We also visited families to drop work and resources or just to say hello and support with the wellbeing of our children.

As the response to the Covid-19 pandemic continues to change, we have developed our remote learning plan accordingly. Following the Lockdown period we have analysed the comments and feedback received from our parents and sought the opinions of staff with regards to a manageable workload.

We have identified the following areas of challenge:

- Families were very concerned for the mental health and wellbeing of their children not in school and missing their friends.
- Working families were sometimes unable to support children in their learning.
- A minority number of our families did not engage with our remote learning during lockdown.
- Families introducing concepts and strategies that may not be on our curriculum or supportive for the age of their children, for example, column addition in YR rather than the set number line work.
- Some families not having access to devices, resources or the internet.
- The range of expectation for the work or activities that was set.

- Although the YouTube Channel was very successful, it was limiting as to the quantity of videos we could produce and upload. Also, we relied on our volunteer and this is not sustainable in the long term.

We have discussed thoroughly the challenges above and have produced the following remote learning plan made up of two components:

## When we will use remote learning?

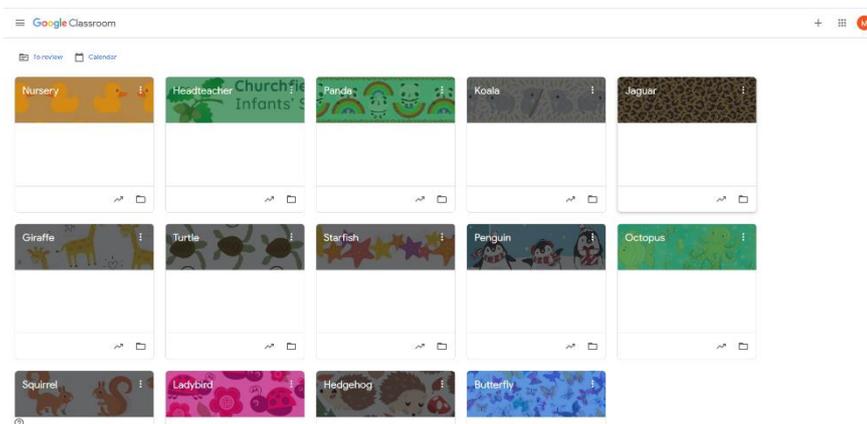
### 1. Individual children who are required to isolate/quarantine for up to 10 days when school is open for all.

Year group leaders have created remote learning packs that contain enough work for children to complete during the 10 day absence. Work will not be sent during at least the first 48 hours if the child is unwell.

Packs will be ready to email at short notice. We will have a number of printed packs to give or drop to children who do not have access to the internet or printers at home.

### 2. Isolation or closure of a bubble or closure of the whole school for longer periods of time during a lockdown

Learning will be set following the usual planning for the year group so that children still have access to the full curriculum they would receive in school.



Learning will be sent using **Google Classroom.**

Children will be able to respond to or submit their learning to their teacher who will be able to give feedback.

For details of how to access and use Google Classroom, please see **Annex A.**



# Our Remote Learning Package

## Learning and Growing Together



As an infant school with inclusion at the heart of everything we do, we aim to offer a balance of work and activities so that all children will be able to learn and grow while not physically in school. We understand that our families face a wide range of situations and experiences throughout the Covid pandemic and we will strive to accommodate the needs of all. This means:

- We will offer a broad range of activities to suit the needs of all our children, to both support and challenge.
- We will provide bespoke instructional videos that have been made by our own staff that are personal to each class/year group so that the children have contact with their teacher and teaching assistants.
- We may use instructional videos from other sources, for example, Oak Academy or White Rose, when appropriate and aligned to our curriculum.
- We will use Google Meet (live streaming) as part of our package when there is a clear rationale to do so (see further details below).
- We will plan activities that allow our children to spend time away from a screen or device, including many creative and physical activities.
- We will continue to provide printed work and/or physical resources for families that require them. Please contact the admin team at [admin.churchfields-inf@redbridge.gov.uk](mailto:admin.churchfields-inf@redbridge.gov.uk) , or your class teacher via the class email and we will arrange this for you.
- Each year group leader has produced a rationale detailing what remote learning will consist of based on the age and expectations of the year group. These can be found at **Annex B**.
- We will offer at least 3 hours of learning each day that can be extended with the enhancement activities on both Google Classroom and our YouTube channel. The learning time is based upon how long children may spend upon an activity at school, for example, the average child in year 1 is able to write independently for 15 minutes before the teacher may give feedback. If you are unsure how long an activity should take for your child, please contact your child's teacher.

- We will, where possible, offer our interventions as we would in school, for example, The Blue Room and children will receive work and activities for their ability. Teachers will monitor and assess the activities set and offer further support if necessary.
- We will offer additional sessions from our learning mentor that focus on mental health and well-being of our children.
- We will offer live streaming and prepared videos to support families with learning strategies, and give advice on how we teach concepts at school. These will replace our Family Workshops that we usually host in school. Please contact your child's teacher if there is a particular area you are interested in.
- We will continue to develop our YouTube channel to enhance our remote learning package as we feel it has been hugely beneficial in many ways including supporting our transition arrangements for our new children. Many of our new families have appreciated the opportunity to view our videos before starting in Reception and Nursery. You may find the YouTube Channel using the following link

<https://www.youtube.com/channel/UCyq4K1DFJd0FZTxvdTcqQnA>

### Live streaming and prepared videos.

There has been a great deal of research into the use of live streaming and instructional videos during the lockdown of March to July 2020. The government has produced guidance as to how much this should be used.

There are positives and disadvantages to each approach:

### Prepared videos

Positives	Disadvantages
We can tailor the videos to the needs of our children. Lessons can be clearly modelled as they would in school.	Teachers are unable to react immediately to the children with support or challenge as they would in class.
Opportunity to pause to collect equipment and resources needed.	Too much screen time is not good for children's vision.
Children may watch the videos again and again if they wish or need to understand	
Parents may decide when to complete activities and plan around work commitments of their own.	
Staff are able to prepare the videos around the demands of teaching in school.	

## Live Streaming (Google Meet)

Positives	Disadvantages
Supports with mental health and wellbeing. Children can gain hugely from seeing and interacting with their friends and teachers.	Our children are very young, so adults are needed to supervise during the sessions, for example, with unmuting microphones.
We can tailor the live meeting to the needs of our children. Activities can be clearly modelled as they would in school.	An adult will need to be with the children at all times so may not be convenient for working families.
Teachers are able to respond immediately to the learning.	Teachers may be in class during the school day and unable to facilitate live sessions.

We will offer both approaches within our Remote Learning package depending upon the age and ability of the children to engage.

## Engagement and Assessment

Engagement is fundamental to the success of learning remotely. Please use the stream on Google Classroom to engage with your teacher. A message from your child will brighten our day and reassure us that your child is happy and learning.

We ask that families 'turn in' work via Google Classroom so that teachers can assess learning and plan appropriate next steps for your child, just as they would in school. This can be through comments, photos of the work or activities completed. If this is not possible or you are using a paper pack, please return work and inform your child's teacher about their learning via the class email.

Please inform us if your child is unwell or unable to complete the activities.

## Children with EHCPs

We will strive to create open ended, inclusive activities that all children will be able to join in with to their own ability level. We understand and appreciate that all children learn differently both in their approach to a task and the time that it takes them to complete it. For our children with Education Health and Care, Plans Google Classroom can also provide a way of allowing teachers and TAs to devise specific activities for children who may need the task differentiated to a high level and then assign this just to them. This means that a parent of a child with an EHCP can use the work set for the whole class on Google Classroom but can then supplement that with work devised especially for their child and the outcomes in their EHCP. This work can also be emailed or printed according to what is most beneficial for the child and parents.

## Devices

We understand that it is difficult for some of you to access Google Classroom due to lack of devices at home. Please contact your child's teacher or the admin team as we may be able to help.

Remember that Google Classroom can also be accessed through a PlayStation or Xbox if you have these at home.

We are able to provide physical/paper learning packs for those who need them.

### **Further Support**

We realise that this is a challenging time for everyone including you as parents. Supporting your child with home learning can be both rewarding, as you watch your child progress, but also a challenge. We see this and want to support as much as we can. Should you feel that you would like support please do contact the school to speak to the designated leader for Emotional Health and Wellbeing in school who is Mrs Beck. We will be able to signpost you to services that can help or advise you ourselves and offer resources or suggestions. Another start point would be to email your child's class teacher through the class email.

### **Finally....**

Our teachers are busy juggling both remote learning and teaching in school (unless isolating themselves) so please be mindful when waiting for feedback. You may receive work set by another adult in your child's year group. We are all working together to provide the very best remote learning we can for your child.

Remember to stay safe and be kind to yourselves. You are all doing a fantastic job facilitating learning at home for your child. Together we will get through this as a team.

We leave you with a photo from our butterfly display which the whole school has contributed to back in the autumn term.....



## Annex A

### Welcome to Google Classroom!

We have set up a classroom for each class and every child has been allocated a personal account to log into Google Classroom. We hope that the following instructions are easy to follow and that you are able to join your virtual classroom.

Please be reassured that our Google Classrooms are only accessible to our children and teachers. Children are not able to send private comments to each other.

#### How to create an account for your child

1. Visit <http://classroom.google.com>
2. Login with the following email address:-

Your child's Bug Club username (please note, you will need to add **.317** to the end, followed by [@churchfieldsinfant.school](mailto:@churchfieldsinfant.school) Please note the **s** in churchfields and **no s** in **infant**. Please make sure you spell each word correctly too.

For nursery children, please use the username and password for Google Classroom distributed to you. If you are uncertain of your child's login details, please contact us via the nursery email address and we can resend them to you.

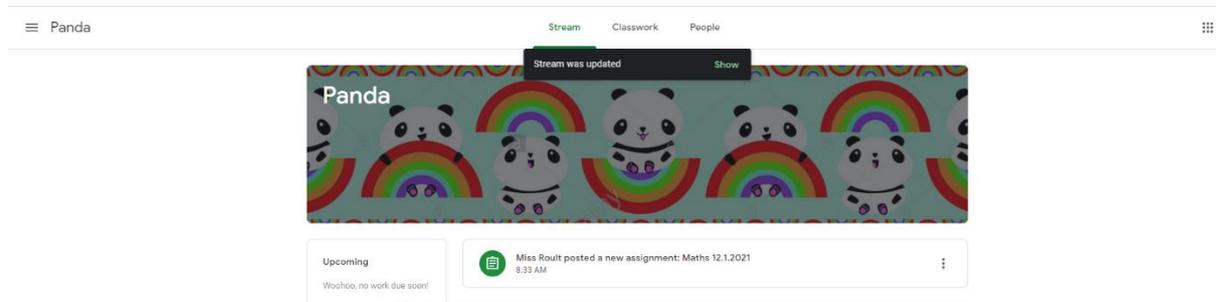
3. Their password is the same as their password for Bug Club and can be found on the sticker on the back of your child's yellow reading journal.
4. Please note that you will need to create a new account for your child if you already have a Google account yourself. You **will not** be able to access Google Classroom through **your** account.
5. If you are using a tablet or phone you will need to download the Google Classroom App first.
6. Remember you can access Google Classroom from a PlayStation or Xbox console.

# Using Google Classroom



## The classroom

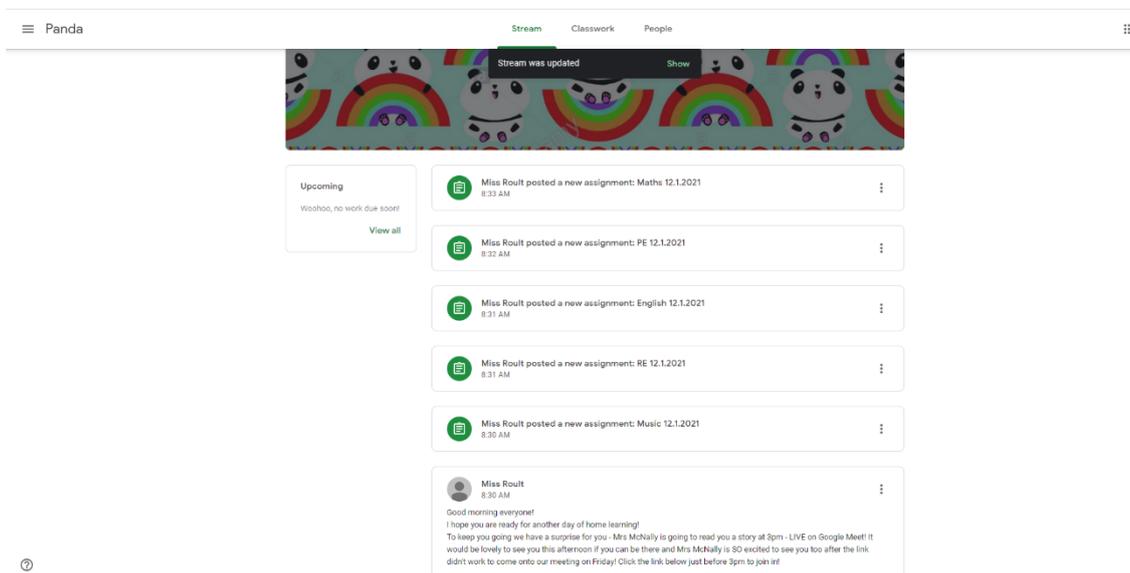
On the page you will see tabs for three main parts of the classroom – **Stream, Classwork and People**. These appear at the bottom if using a tablet or at the top if using a laptop/desktop.



## Stream

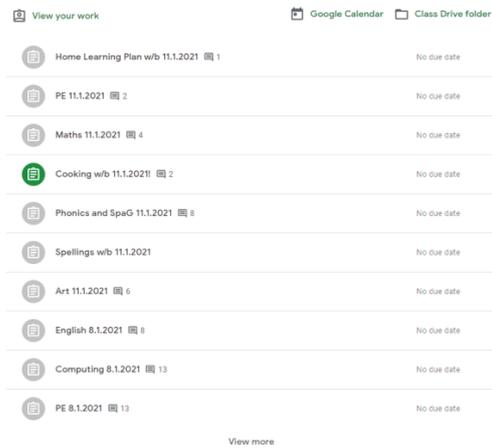
This part of the Classroom shows when tasks are updated and provides a space for you to communicate with the teacher.

Remember when using the stream, other members of the class and their families will be able to read the comments you make.



## Classwork

This is the area where children will find activities and work to complete, submit work and respond to any activities set. The use of this page will vary depending on your child's year group and what is appropriate for that age group.



The screenshot shows the 'Classwork' tab in Google Classroom. At the top, there are three tabs: 'Stream', 'Classwork' (which is selected and highlighted in green), and 'People'. Below the tabs, there are three icons: 'View your work', 'Google Calendar', and 'Class Drive folder'. The main area displays a list of assignments, each with a document icon, a title, a count of items, and a due date. The assignments are:

Assignment Title	Count	Due Date
Home Learning Plan w/b 11.1.2021	1	No due date
PE 11.1.2021	2	No due date
Maths 11.1.2021	4	No due date
Cooking w/b 11.1.2021	2	No due date
Phonics and SpaG 11.1.2021	8	No due date
Spellings w/b 11.1.2021		No due date
Art 11.1.2021	6	No due date
English 8.1.2021	8	No due date
Computing 8.1.2021	13	No due date
PE 8.1.2021	13	No due date

At the bottom of the list, there is a 'View more' link.

The teacher may provide additional instructions, for example to watch a pre-recorded video or share materials linked to the activity.

You will be able to add details about your child's learning. This could be comments on what they have achieved or photos of work and activities completed. Teachers will then be able to celebrate your child's learning and give feedback, including further support or extra challenge where appropriate.

If you have a personal question regarding your child, please use this part of the classroom so the teacher can respond privately to your query.

## People

This shows the teachers linked with the Classroom.

## Google Classroom Guidelines

We ask that you follow our guidelines and that we keep the Google Classroom platform professional and engaging at all times. I am sure it will not be necessary but families who do not follow the guidelines will have their comments deleted or will be denied access if they continue to ignore the Guidelines.

- Communication must be friendly, polite and supportive.
- If you need further help or support, please communicate with your teacher using the private comment option.
- In school children are encouraged to keep their logins and passwords private in line with our online safety procedures so please encourage your child to do the same at home.
- Please ensure that children are supervised when using Google Classroom and that restrictions are in place on the device they are using. We need everyone to be safe online.

## Google Meet Guidelines

- Please ensure that there is a responsible adult in the same room for the session for all of the time to supervise and support the child in muting/unmuting their microphone. Please unmute when asked to by the teacher and then mute again so that all children can hear just one person speaking.
- Your child and members of your household must be appropriately dressed if using the video option. Please note, you may wish to keep you video switched off if you rather.
- Please do not worry if you child does not wish to speak or becomes shy during the session.

## Annex B – Further guidance from year groups



### Nursery Remote Learning

A home learning sheet will be posted weekly on Google Classroom and emailed to nursery parents. This will include a variety of activities to mirror the activities we would be doing in nursery. The remote learning will follow the themes from the nursery medium term planning. Families are not expected to complete every one of these activities but are encouraged to choose and repeat activities in a way which suits their child and their own individual home circumstances.

There will be an overarching emphasis on activities to further children's development in the prime areas – Physical Development, Personal, Social and Emotional Development and Communication and Language e.g. developing self-help skills, turn taking, speaking and listening, etc.

We will then post two or three videos, activities and stories each day throughout the week on Google Classroom to expand on and develop what is written in the home learning sheet. Staff members will record videos for use on Google Classroom – reading stories, phase one phonics, counting songs, action songs, etc. These videos will feature a range of members of staff in order to engage the children's attention and maintain their links with their nursery teachers. We will also provide links to videos on the internet on particular topics. We will limit the number of video-based activities per week.

Provision will consist of simple activity suggestions for parents to do with their children with limited need for resources. Development in early literacy and maths will be guided with an emphasis on reading with children, listening to stories, songs and rhymes, phase one phonics activities, mark making, games and practical maths activities. This will go alongside coverage of other areas of development (Knowledge and Understanding of the World and Expressive Arts and Design). We are aware of the wide range of ability / experience amongst our children and make sure parents are aware that activities can be accessed at different levels.

We will also offer regular Google Meet sessions to engage and maintain contact with our children and families with short interactive activities suited to the children's age and ability to engage.



## Reception Remote Learning



### Individuals Isolating

In the event of individual children having to self-isolate *after* illness, close contact or for a period of quarantine, (Unless this coincides with a wider bubble or school closure) they will be supplied with a folder of activities to complete. This will include:

- a Home Learning sheet created specifically for this pack with links to appropriate activities and ideas for practical explorations alongside instructions for the completion of any practice materials
- some simple reading books
- some lined paper
- handwriting exercises
- a range of other activities to support all areas of the curriculum

These will be linked closely to the curriculum taught for that half term.

### Bubble Closure or Lockdown

In the event of a longer period of lockdown, Reception families will receive a Remote Learning Plan for each week with suggested timetabling of activities. Google Classroom will be the main source of information and will include pre-recorded 'lessons' or demonstrational videos by staff, links to external resources and ideas for practical activities at home. All will be made to appeal to the nature of our young children as much as possible, with a range of play-based practical activities and a selection of more formal recorded activities (as appropriate to the children's needs). This is similar to the Home Learning documents sent to parents during our first Lockdown but has much more personalised content and covers a greater range of activities.

All of the activities will be introduced using Google Classroom and links to content provided. The team will use Google classroom or class emails to receive feedback from parents and children's work. Phonics books will be issued (when possible) every half term so that in the event of a lockdown, or when quarantining, children continue to learn the phonics in our preferred order. This also helps to reduce the risk of virus transmission as there will be fewer resources travelling between school and homes. Reading books for home learning will be allocated using Bug club or Oxford Owls and children will be signposted to the ones that support the phonics progression.

Each week on the Home learning sheet, there will be at least:

- one adult supported writing activity
- one adult supported maths activity
- a range of phonics activities, a range of practical maths activities
- ideas for creative activities
- activities to support Physical Development including both gross and fine motor activities.
- opportunities for children to explore the natural world alongside cultural and spiritual development.
- a range of stories read by Reception staff where possible.





## Year One and Year Two Remote Learning



### Individuals Isolating

In the event of children having to self-isolate *after* illness or enter a period of quarantine, they will be supplied with a folder of activities to complete. This will include:

- open ended activities across the curriculum with appropriate links to resources (Reading, English, Maths, Science, Topic, Art/DT, PE)
- reading activities so children can read every day
- 2 different English projects to complete
- open ended Maths challenges
- yoga, Big Dances and Rainbow Games to cover all PE skills
- cooking activities plus recipes
- paper copies of worksheets and recipes, games etc.
- a letter from staff with email addresses and information about how to submit work

### Bubble Closure or Lockdown

In the event of a longer period of lockdown, Google Classroom will be the main source to set activities that follow the curriculum the children would access in school. Bespoke instructional videos will be prepared and balanced with live streaming sessions. There will be opportunities for the children to learn away from the screen. In year one and year two remote learning will consist of at least:

- one English activity each day
- one maths activity each day
- another activity each day which will be taken from the year group planning to ensure coverage of the National Curriculum.
- a daily PE activity in Y2
- Interventions appropriate for the needs of your child, for example, fine motor skills activities, handwriting interventions, additional support etc.

Enhancement activities include:

- Cooking sessions
- Additional creative/make it sessions
- Philosophy sessions
- Language of the term sessions
- Mental Health and well-being sessions lead by Mrs Pert, our Learning Mentor



## Annex C - Top Tips for Remote Learning at home

### 1. Setting the scene

You may find it helpful to find a calm place with as few distractions as possible and to keep to the same space each day so that your child/ren see this as their learning area. Home and school are different; just like your workplace and your home are different. The physical act of moving between one and the other gives the brain time to get ready for the change in environment. This is harder when home and school are the same place. It may be helpful to talk with your child about the transitions between the two situations. Some parents put in routine markers such as a quick play or walk outside (to replace the walk to school), or even just breakfast, brush teeth and get dressed. Some children find that wearing their school uniform helps to differentiate between home and 'school'.

### 2. Getting organised

You will definitely need resources of some kind. At the very least a pencil and something to write/draw on. If you are struggling to obtain essential resources such as this, please contact your child's teacher immediately. They may be able to help.

Most Remote Education will benefit from access to the internet at some point, but OFSTED support our ethos that the best remote education is not always digital. You may only be able to use the internet to access the planning for the week and to find out more information about the activities, but this will help hugely. If you are able to access more digital content, bear in mind research that has shown that children sustain concentration more when accessing materials using a laptop and less when using a smartphone. Tablets fall somewhere between the two. If your only option is to use a smartphone, you may find 'casting' the content to a bigger screen helps. If your child does not have access to any of these devices, you may be possible to connect to the internet via a gaming console, Smart TV, or streaming subscription. It is **essential**, for safeguarding reasons, that you are present in the room whenever your child is accessing the internet. If you are unable to gain access to the internet at all, it is vital that you contact the class teacher as soon as possible to organise for alternative resources.

### 3. Manage expectations

At school, we understand that managing your child's remote education alongside your own work commitments can be very challenging. No-one is expecting you to completely replace the role of your child's teacher. Your role is still that of parent. As parents, you have (and have always had) the responsibility of playing some part in your child's education. That is why children succeed most at school when their education is supported at home. It is important that you work as a family to consider how and when it is best for your child to access their school work. If you have huge work commitments in the mornings, then use other times to support your child. Some Remote Education could even take place at the weekends. Every family will have a different timetable!

Please take into consideration the fact that children cannot maintain attention for long periods of time. Especially in their younger years. Research has shown that this decreases even further when they are learning remotely (which is why the filming of entire lessons is ineffective.) If you are unsure of how long to expect your child to work on a task for, please ask their teacher.

It is important that you allow your child plenty of breaks between activities. These are best if they are physical and outside although this may not always be possible. A **healthy** snack will provide a break, boost energy levels and act as a reward for effort.

#### **4. Make choices**

We will provide a huge amount of differing activities each week. It may not be possible to complete all of them but we would expect that you choose a range of practical activities and more formal written activities to complete with your child. It may increase motivation if your child has some choice in some of the activities each week. There will be a mix that covers our broad curriculum; all intended to help children to know and remember more. Choose what interests them the most but be aware that you may need to use these as bargaining tools for the activities that they will find less appealing but equally educational!

Your teachers will have worked hard to make all activities as fun and motivating as possible, and they will utilise a range of teaching resources such as recorded or written explanations, worksheets for practice and links to external material. However, all learners are different and have different strengths. This will have an effect on their motivation and enjoyment. OFSTED have suggested that Live Lessons are not the most effective way of teaching, but that a blend of the styles and resources mentioned here is best. Try to ensure that you are covering a range of them across the week. If you are experiencing real difficulties, please contact your class teacher.

#### **5. Have fun!**

This could potentially be a stressful time for you and your family. At school, we pride ourselves on developing a love of learning that creates happy and motivated children. We do this through making lessons fun and by rewarding positive attitudes and behaviours. Children and teachers work together on activities. They enjoy each other's successes and acknowledge each other's mistakes sensitively. Use this time with your child at home to find fun things to work on together and take time to play and rest; develop joint senses of achievement and explore each other's interests. This is a special time and hopefully it will be rewarding for all involved. We are with you all the way and are here to help wherever we can.