

The Government guidance for Re-Opening Schools states:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.'

At Houghton Primary School we use 2 online learning platforms to set homework; Tapestry for children in Reception and Google Classroom for children in Key Stages 1 and 2.

If there is a situation where children have to stay at home due to COVID-19 related isolation or lockdown we will use these platforms to provide the following for children;

Key Stage 1 and Key Stage 2:

Situation	Remote Learning Offer
<p>Child is absent school with COVID-19 symptoms (with or without a positive test)</p>	<p>The child will not be expected to engage in remote learning at home if they are poorly.</p> <p>If parents feel that their child is well enough e.g. symptoms are loss of taste/smell and are not affecting the child's ability to engage, they should inform the school so that remote learning can be set for them. This offer will be the same as for a child isolating at home because someone in their household has COVID-19 symptoms or has had a positive test result (see below).</p>
<p>Child is absent from school as they are isolating because someone in their household has either COVID-19 symptoms or has had a positive test result.</p>	<p>There is an expectation all children will complete the learning activities set for them while they are isolating at home. If they have any problems getting onto Google Classroom the parents should contact the school to let us know.</p> <p>The class teacher will set learning for the child on Google Classroom within 24 hours of the notification of absence. This will normally be after the school day as teachers are teaching full time. While the child is waiting for their work to be set they can engage in the weekly homework which is already on Google Classroom for their class. Reading is a priority. This can be their school reading book or books from home or online. Children in Y2 – Y6 will be able to access Spelling Shed. Children in Key Stage 2 can engage in Mathletics. Children can also visit BBC Bitesize or undertake their own activities which are linked to the class topic e.g. if the topic is Space, children could research a planet or design a rocket or write a space-themed story. Any work they do that day should be uploaded onto their Google Classroom account so that the teacher can see what they have done.</p> <p>The teacher will then set daily learning activities on Google Classroom for the child whilst they are in isolation. This will include daily reading and mathematics as well as learning activities for day from a range of different curriculum areas. The activities will be in line with what the children in school will be doing that day/week.</p> <p>The child should upload their completed work onto Google Classroom by 3.30pm each day. The teacher will check their work online once a day and provide feedback as necessary. The teacher will set new work daily. If the child does not engage/complete work set/upload completed work the teacher will telephone home to ask if they have had any problems.</p> <p>If we have more than 5 children absent from a class in isolation we will review the provision as it will become difficult for the teacher to provide individualised learning activities and give individual feedback on top of their full time teaching commitments. In this situation a more generic package of learning will be provided. The teacher will</p>

Situation	Remote Learning Offer
	endeavour to check in once a day but may not be able to provide feedback/comments on every piece of work uploaded.
Large group or whole class is absent from school due to class bubble being closed.	<p>The class teacher will also be isolating in this situation and will work from home if they are well enough to do so. They will set work for all the children to do each day on Google Classroom. This will include daily reading and mathematics as well as a variety of learning activities from a range of different curriculum areas.</p> <p>The learning activities set will be in line with the teacher's planning for that time period of the term. The teacher will engage via Google Classroom throughout the day.</p> <p>If the class teacher is ill during bubble closure we will endeavour to set learning for the class as above but will not be able to engage throughout the day. If we are unable to set work due to staffing capacity (e.g. a number of staff are ill) we will use Google Classroom to signpost families to other online learning platforms e.g. The Oak National Academy, BBC Bitesize etc.</p>

The Reception Teachers will set learning activities for children in Robins' class as follows:

Situation	Remote Learning Offer
Child is absent school with COVID-19 symptoms (with or without a positive test)	<p>The child will not be expected to engage in remote learning at home if they are poorly.</p> <p>If parents feel that their child is well enough e.g. symptoms are loss of taste/smell and are not affecting the child's ability to engage, they should inform the school so that remote learning can be set for them. This offer will be the same as for a child isolating at home because someone in their household has COVID-19 symptoms or has had a positive test result (see below).</p>
Child is absent from school as they are isolating because someone in their household has either COVID-19 symptoms or has had a positive test result.	<p>There is an expectation all children will complete the learning activities set for them while they are isolating at home. If they have any problems getting onto Tapestry the parents should contact the school to let us know.</p> <p>The class teacher will set learning for the child on Tapestry within 24 hours of the notification of absence. This will normally be after the school day as teachers are teaching full time.</p> <p>While the child is waiting for their work to be set they can engage in the activities which are already on Tapestry for their class.</p> <p>The teacher will then set daily learning activities on Tapestry for the child whilst they are in isolation. This will include learning activities from a range of different curriculum areas. The activities will be in line with what the children in school will be doing that day/week.</p> <p>The parents should upload their child's completed work onto Tapestry by 3.30pm each day. The teacher will check their work online once a day and provide feedback as necessary. The teacher will set new work daily.</p> <p>If the child does not engage/complete work set/upload completed work the teacher will telephone home to ask if they have had any problems.</p> <p>If we have more than 5 children absent from a class in isolation we will review the provision as it will become difficult for the teacher to provide individualised learning</p>

Situation	Remote Learning Offer
	<p>activities and give individual feedback on top of their full time teaching commitments. In this situation a more generic package of learning will be provided. The teacher will endeavour to check in once a day but may not be able to provide feedback/comments on every piece of work uploaded.</p>
<p>Large group or whole class is absent from school due to class bubble being closed.</p>	<p>The class teachers will also be isolating in this situation and will work from home if they are well enough to do so. They will set work for all the children to do each day on Tapestry. This will include learning activities from a range of different curriculum areas.</p> <p>The learning activities set will be in line with the teacher's planning for that time period of the term. The teacher will engage via Tapestry throughout the day.</p> <p>If the class teacher is ill during bubble closure we will endeavour to set learning for the class as above but will not be able to engage throughout the day. If we are unable to set work due to staffing capacity (e.g. a number of staff are ill) we will use Google Classroom to signpost families to other online learning platforms e.g. The Oak National Academy, BBC Bitesize etc.</p>

When teaching our children remotely due to closure we are committed to the following principles:

- Setting assignments daily in a number of different subjects which are meaningful and ambitious for our children.
- Ensuring that our curriculum plans continue to be taught in well-sequenced sessions, building on children's knowledge and skills incrementally. Our planning for remote learning will clearly identify what is intended to be taught and practised in each subject.
- Ensuring that we provide frequent, clear explanations of new content to the children delivered by the class teacher or by providing links to high quality curriculum resources and/or videos.
- Engaging with the children in their learning by reviewing their work and providing personalised feedback.
- Check understanding with those where there is concern about progress and/or quality of work by engaging in focused communication online via comments/messaging facility on Tapestry and Google Classroom. If this is not successful teachers will telephone parents to speak with them directly about their concerns.
- Adapting plans in accordance with ongoing assessment of the work which children produce. Be prepared to revise materials, revisit learning or simplify explanations as appropriate.
- Adapt planning as necessary for children with Special Educational Needs and/or Disabilities in-line with normal classroom practice, using children's Pupil Individual Plans (PIPS) and, where appropriate, their Education, Health and Care Plan to ensure that objectives continue to be worked towards.
- Ensuring that the amount of time spent on learning at home is equivalent to the length of core teaching time children would receive in school, including daily contact with teachers. Learning activities are set according to age and learning needs. We would expect children to be engaging with learning for at least 3 hours a day for our youngest children, rising to 4 hours a day for our oldest children. We will be mindful that some children

may find the demands of home learning stressful. Teachers will provide suggested times and a time limit for each activity to support engagement and to reduce the possibility of some children spending too long working on an activity and/or not keeping up.

- For individuals in isolation, teachers will set a daily cut off point of 3.30pm for all work to be completed. This will enable teachers to be able to review the work, feedback and plan the following day's activities as appropriate.
- If the whole class bubble is in isolation teachers will be working from home. Home learning will begin at 9am with teachers setting one activity at a time with a time limit according to the children's ages and needs. The 'teaching day' for the children will end at 3pm. There will be no 'live' teaching, but teachers will provide written instructions and resources necessary for each learning activity. They may upload film clips of them teaching specific concepts or giving instructions etc., which children and/or their parents can replay. Any filming completed and uploaded by either staff or children will be in accordance with an agreed protocol relating to good safeguarding practice.
- Being mindful of the demands which home learning may place on parents needing to help or support their child and plan accordingly. Parents will be able to feedback via their child's individual Tapestry or Google Classroom account.
- Avoiding an over-reliance on long-term projects or internet research activities.