

## **GATLEY PRIMARY SCHOOL**



# **REMOTE EDUCATION POLICY**

This policy is intended as a framework for staff, parents and governors of the school. In outlining a policy for remote education including home learning and homework. The aim is to work towards uniformity in approach and a cohesive vision across the school.

**March 2022**

**VERSION HISTORY**

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## Introduction

At Gatley Primary School, we aim to offer and deliver a beyond outstanding curriculum. This applies to the children learning at school, and children who may be accessing remote education.

Children will access learning from home for two reasons:

-Homework

-Remote education for self-isolation where there attendance in school would be contrary to government guidance or legislation around Covid 19.

This policy outlines the rationale and aims of our remote education.

## Rationale and Aims

The rationale for the delivery of remote education has been shaped by staff, pupils and parents based on feedback and consultation and uses the most recent Ofsted and DFE guidance to shape these expectations as part of an ongoing review process.

Our rationale for the delivery of remote education is to:

Deliver a beyond outstanding education through a excellent provision which seeks to promote the school values of **independence**, **choice** and **social responsibility** through the use of **life skills** resulting in outstanding **achievement** both academically and personally.

We will do this by:

- Developing **independence** through the nature of the opportunities offered and the mediums and platforms used to offer remote leaning activities.
- Promoting **choice** through the curriculum context and through the weekly concepts selected based on pupils next steps as a result of effective feedback provided.
- Fostering **social responsibility** through the development of safe working practices within our remote education offer.
- Applying **life skills** such as: collaboration, communication, ICT/ research, problem solving and reflection through the nature of the opportunities set.
- Providing feedback which support and challenges pupils understanding of the concepts taught aligned to the success criteria leading to **achievement** for every child.

## Homework

It is our intention that homework provides opportunities for children to consolidate and extend their learning, across the curriculum. Across the school, there is a consistent approach for the setting and handing in of homework, to support children in building independence and to provide flexibility as to when this work can be completed.

We believe that there is advantage in children spending regular periods of time, initially quite short, on different learning activities devised by the school as part of a homework programme which supports the work covered in class.

This belief is grounded in research performed by the EEF, which found that 'short focused tasks or activities which relate directly to what is being taught, are more likely to be effective' (EEF Teaching and Learning Toolkit 2020).

Homework need not and should not get in the way of other activities which they may do after school - such as sport, music and clubs of all kinds.

We therefore define homework as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

### **In delivering homework we aim to promote:**

- Consistency of approach throughout the school.
- Progression towards independence and individual responsibility.
- Parents/carers to have a clear understanding about expectations from themselves and the pupil.
- Continuing the quality of learning experience offered to pupils.
- Extending and supporting the learning experience via reinforcement and revision.
- Opportunities for parents, pupils and school to work in partnership.
- Opportunities for parents and pupils to work together to enjoy learning experiences.
- Consolidation and reinforcement of skills and understanding particularly in English and Maths.
- Pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.

### Time Homework Given Out and Returned to Class.

Homework will be sent out on **THURSDAYS** and this is due for return by the following **WEDNESDAY at the latest**. Homework may sometimes be set on Class Dojo and can be responded to on Class Dojo, by up-loading completed work to children's portfolios. Where recording maybe necessary, Home Learning books are provided to all children. However, we encourage the children to record their homework in a way that represents their chosen or preferred learning style.

### How much and what types of homework will the children be expected to do?

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, to read at home 5 times per week. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 are able to access Times Tables Rock Stars to support with this.

Year Group	Time Allocations per week	Types of Activities This will be in addition to regular reading and phonics work
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Show and tell preparation</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Phonics consolidation of weekly sound (Spring Term)</li> <li>▪ Reading books (Spring Term)</li> </ul> Activities to consolidate learning from within class.
Reception	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Activities to consolidate in class learning.</li> <li>▪ Weekly phonics consolidation.</li> <li>▪ Activities to support targets against the Early Years Objectives.</li> <li>▪ Reading book to be shared at home.</li> </ul>
Year 1 and 2	Up to 45 minutes	Typical activities may include: <ul style="list-style-type: none"> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Alternate phonics and arithmetic tasks.</li> <li>▪ Alternate English, Maths and Topic work based on work completed in class during the week.</li> <li>▪ Weekly spellings set by teacher.</li> </ul>

		Homework might be set in CGP books for SATS style practise questions.
Year 3 and 4	Up to 60 minutes	<p>Typical activities may include:</p> <ul style="list-style-type: none"> <li>▪ Weekly spellings set by teacher. The amount of spellings will depend on the ability of the child. The spellings will be moving on from the phonics in Key Stage 1.</li> <li>▪ Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times tables challenges. This may be through the use of Times Tables Rockstars.</li> <li>▪ Alternate English and Maths work based on work completed in class during the week.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> </ul> <p>Science based work when appropriate to the topic.</p>
Year 5	Up to 90 minutes	<ul style="list-style-type: none"> <li>▪ Alternate maths and English activities, to either reinforce concepts covered in class, or to introduce new learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to topic.</li> <li>▪ Spelling activities/spelling lists</li> </ul>
Year 6	Up to 120 minutes	<ul style="list-style-type: none"> <li>▪ Alternate maths and English activities, to either reinforce concepts covered in class or to introduce new learning.</li> <li>▪ Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning.</li> <li>▪ Research for topic lessons. This will be used to support learning in class.</li> <li>▪ Science based work when appropriate to class. Spelling activities</li> </ul>

Due to feedback, homework is not set during holidays. Instead there will be a focus on continuing to practise reading, spellings/phonics and times tables.

As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs.

If your child has been working on their homework from the required time, **it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.**

## **Feedback**

Children will receive feedback from the teachers and their homework as soon as possible. There will be a range of ways children receive feedback about their work. This may be part of class work. Feedback could be through:

- class discussions
- sharing their work with peers
- Written feedback from the class teacher or teaching assistant. Written feedback will be given on Class dojo.
- Presentations of work.
- Times tables and spellings will be marked and the children will be given their scores.

## **Support Given to Homework**

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Support children in accessing Class Dojo.
- Provide a suitable place in which pupils can do their homework - alone or together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.
- Use of the Catch up premium funding to offer 'top up' interventions outside of school hours to those most affected by the periods of school closure.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.

### **Remote Education for Self Isolation**

In the event of a child needing to isolate (as their attendance in school would be contrary to government guidance or legislation around Covid 19) it is the parent or carers responsibility to inform the school via the school office. This should be done by either phoning the school office, emailing the school office ([office@gatleyprimary.com](mailto:office@gatleyprimary.com)) or through Parent Mail. The absence will be recorded from the day it has been reported. The school office will then share this information with the child's class teacher at the end of the school day. Contact will then be made by the class teacher via Class Dojo message and remote provision will then be instigated to commence the next day.

Communication for remote provision will be done through Class Dojo, using children's individual portfolios and, where appropriate, class story or Class Dojo messaging.

Our named senior leader responsible for the coordination of remote provision on a whole school level is Miss Marchi.

#### Remote provision will be offered as a hybrid of the following:

- Oak National Academy links which will have been matched to the content being covered in school.
- Links to other online learning platforms such as Cosmic Yoga and Joe Wicks.
- Sharing of planned independent activities, which mirror the work being completed by those children at school.

Across the period of self-isolation a range of subject disciplines will be covered with daily activities planned for in core subjects.

As outlined in the government guidance, remote provision will be planned to be of an equivalent length to the core teaching pupils would receive in school. As a minimum, the DFE have identified that the following should be provided:

**EYFS and Key Stage 1:** 3 hours of planned learning each day

**Key Stage 2:** 4 hours of planned learning each day.

#### Feedback will be offered as follows:

- The class teacher will identify which activities they would like to be posted to Class Dojo Portfolio



- Feedback will always include praise and recognition of the time and effort invested in completion of the work
- Specific feedback which will either address misconceptions, offer support or scaffolds, encourage deeper thinking or offer challenge will be given on activities identified by the class teacher. It is encouraged that children respond to this feedback to allow them to enter into dialogue with their class teacher.
- Feedback will be given in a timely manner that takes into consideration the class teacher's primary role in delivering lessons on site at school.

The school understands the remote education context of pupils and has planned its provision to ensure pupils can remain engaged in education. Where children lack digital access school will provide them with suitable devices and internet access.

School has rigorous systems for monitoring daily engagement and will inform parents/carers immediately where this is a concern.

#### Pastoral Support:

A weekly drop in 'catch-up' session will be planned for to take place on Microsoft Teams. This session will provide children will be the opportunity to see and communicate with their peers in school, to talk to their teacher 'face to face' and to engage with a 'well-being' themed activity.

For any questions relating to work set or a child's ability to complete the tasks set, contact should be made to the child's class teacher via Class Dojo message.

For any concerns regarding access to devices or the internet contact to should be made to the school office.

For any concerns regarding well-being support or the nature of remote provision contact should be made to a member of the senior leadership team.

#### **Review and Monitoring Arrangements**

The efficiency and effectiveness of this Remote Education Policy will be regularly monitored and evaluated to ensure it supports pupil's learning and development. The review will be part of the schools calendared school self evaluation process and will be done with stakeholders; incorporating data from staff, children and families.

