



## Oakwood Infant and Nursery Remote Learning Policy for partial or full closure.

October 2020

### **Introduction**

During a period of closure, staff at Oakwood Infant and Nursery School are committed to providing education and support to our children using remote learning.

In the event of a local or national lockdown, all learning will be conducted using Class Dojo or Microsoft Teams platforms. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teaching and learning will be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability.

### **Flexibility of Learning**

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards exams or accreditations;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### **What is Remote Learning?**

Remote learning is where pupils cannot be physically present at school. As children cannot access school to learn, their learning will take place online.

Teachers will assign lessons and accompanying resources that link directly to the long-term curriculum plan for their year group so that children can continue to access relevant objectives and 'keep up'. Teachers, where needed, will provide adapted learning resources for all children through their individual learning portfolios

Work will be set by teachers using the learning platform Class Dojo 'Portfolios' and Microsoft teams will be used to share learning videos and connect 'live' with their classes.

### **What is Class Dojo Portfolios and how does it work?**

Class Dojo Portfolios is a digital student portfolio that allows pupils to share classwork with their teachers and family. Pupils can create and upload photos, videos, drawings, and journal entries through Class Dojo, and can also upload Microsoft Office files, PDFs, and image files from any laptop. Pupils can add to their portfolio using Chromebooks, laptops, and iOS/Android devices.

## **How to use Class Dojo Portfolio**

Parents will be able to log into their child's account through their own. Details of how to access their child's portfolio can be found here. <https://classdojo.zendesk.com/hc/en-us/articles/360026692752-How-to-Toggle-Between-Your-Parent-and-Student-Accounts-in-the-App#ios>

Once in their child's account they can access the work set and also respond by uploading documents and photos.

## **What is Microsoft Teams and how does it work?**

Microsoft Teams enables teachers to create an online classroom area in which they can manage all the documents that their pupils need. Designed for businesses, schools, and other organizations, Microsoft Teams provides most of the features required to work with other people remotely. Your child will be put into a virtual classroom with their class teacher and classmates. Through Teams teachers can host 'live' sessions to connect with the children on a weekly basis. These sessions can be recorded to be shared, in case your child is not able to attend the time arranged.

More information about Microsoft Teams can be found here: <https://www.microsoft.com/en-gb/education/remote-learning/parents>

## **How will work be set?**

Should remote learning need to be set for a class 'bubble', the work for the week in English, Maths and other subjects will be posted on Class Dojo or Microsoft Teams by 9.30am for each morning of closure.

Each day, children will log on and find their activities for the day.

Information will contain:

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- Links to daily Phonics lessons – using resources from Read Write Inc
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum, however teachers may provide further resources such as those from Oak National Academy.
- Worksheets to accompany lessons will be available to download. You will not be required to print out any worksheets if you are unable to do so. Worksheets will simply be used as a guide for presenting tasks. A 'Remote Education' exercise book will be provided for pupils to take home.

Teachers may use written explanations or video clips to help children understand what it is they have to do. They may also post links to video lessons such as White Rose Maths for you to follow. Most activities will be completed online and teachers will be able to see it via the Learning Platform. Sometimes a task might ask pupils to carry out an experiment or practical task e.g. growing seeds, organising tins and packets according to weight, or drawing or making a model. These tasks will need to be photographed and uploaded onto Class Dojo Portfolios for the teacher to see.

## **What is expected of pupils?**

The expectation of daily lessons will be:

- 20 minutes Phonics activity
- 20 minutes Math activity
- 20 minutes Reading
- 10 minutes of Handwriting
- Each day choose from a selection of foundation subjects linked to the Creative Curriculum topic (science, history, geography, music, computing, art).

**Content for Maths** - The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, the teacher will inform parents which lessons the class are working on in school so that the home learning videos and resources can be used.

**Content for Phonics** - Teachers will upload links to activities, videos and resources based on whichever spelling patterns and sounds are being studied.

**Content for Reading**- In the event of a full or partial closure, teachers will provide guidance about continuing reading at home. This will include details for accessing online reading books through Oxford Owl Tree. Shared Reading activities, GPS (Grammar, Punctuation and Spelling) and ‘Talk for Writing’.

**Oak National Academy Resources** - Oak National Academy is an online classroom made by teachers, for teachers. It has over 10,000 lessons and resources covering a wide range of subjects, from Early Years Foundation Stage to Year 11. In the Oak Academy virtual classroom, each lesson is an hour-long. Lessons are delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities.

### **Suggested Daily Timetable for ‘Home Learning’**

Children thrive from having structure and routine built into their learning. Please find below a suggested timetable for the day. However, don’t worry if this can’t be followed exactly – it’s just an example.

Time	Suggested Activity	Ideas
9.00 – 9.30	Exercise	Go for a walk or ride a bike. Youtube exercise video – Yoga (Cosmic Yoga), Mini kids Morning Workout -
9.30-10.30	Academic Work	Log on to Class Dojo and/or Microsoft Teams to find the set activities for the day
10.30-11.00	Break	Outdoor/Fresh Air
11.00-12.00	Academic Work	Complete the tasks on Class Dojo or Google Classroom
12.00-12.30	Lunch	
12.30-1.00	Chores	Create a list of 12 household jobs. Roll two dice and whatever number it makes tackle that household job first.
1.00-2.30	Creative Time	Drawing, painting, learn to cook, sew, knit
2.30-3.00	Quiet Time or Mindfulness	Reading, puzzles, colouring in, Lego
3.00-3.30	Outdoor Learning	Play in the garden, go for a minibeast hunt, tally chart items that you find (flowers, birds, cars, vans etc.) Make mud pies, plant some seeds, flowers or vegetables.

### **Submitting Work**

Ideally work should be submitted daily when it is completed as teachers will be able to respond to this in a more timely manner and offer support should it be necessary. However, we understand that with home learning pressures, this may not always be possible. If the teacher feels that the work needs further development, then they will feed this back to pupils or in the case of Dojo ‘decline’ the work until it meets the expected standard.

### **Contact with teachers**

Teachers will respond promptly, within reason, to requests for support from families at home.

• In the event of whole class isolation, teachers will be available via Dojo messages during the morning 10.30-12. At other times, they will be preparing work and responding to the activities set.

- Teachers will use the Class Story feature to communicate with the whole class. A message will be posted on Class Story each morning with a summary of what the lessons will be that day. This will also include a daily questions for children to respond to show that Class Dojo has been accessed each day.
- In the event of a full or partial closure, teachers will hold two whole class live sessions on Microsoft Teams. One will be at the start of the week and one at the end of the week. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for that week and for children to share and celebrate work that they have done. Timings for the sessions for each class will be staggered to support families with access to only one device. Links will be provided for parents and children to follow.
- If unwell themselves, teachers will be covered by another staff member for the setting of activities. Communication during this time will not be undertaken until the teacher is well enough to work.

### **Monitoring Engagement with Remote Education**

It is important that children engage with the remote education provided so that they don't fall behind with their learning; however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent contacts Miss Ward through email [head@oakwoodi.derby.sch.uk](mailto:head@oakwoodi.derby.sch.uk)

Teachers will be able to monitor children's engagement in activities and their understanding. They will be able to determine whether a child is engaging sufficiently. E.g. Are they logging on every day? Are they viewing the files teachers upload? Is the work submitted completed to the best of that child's ability and uploaded on time? If we have concerns about levels of engagement, then we will make contact with you so that we can work together to find a means of providing remote education that enables quality learning to take place.

### **Technical Issues**

Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.



## Oakwood Infant and Nursery Remote Learning Policy for students self-isolating.

October 2020

### Introduction

During a period of self-isolation, staff at Oakwood Infant and Nursery School are committed to providing education and support to your children whilst at home.

If your child has to self -isolate the following will be provided:

- Basic writing and maths equipment
- A remote education book
- A list of activities to complete whilst isolating
- Where possible, school lessons resources posted into portfolios
- Selection of reading books

### Keeping up while at home

To ensure no learning is missed, teachers will communicate what phonics and maths lessons will be covered during the time the children are at home.

**Content for Maths** - The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. If a child is self-isolating, the teacher will inform parents which lessons the class are working on in school so that the home learning videos and resources can be used.

**Content for Phonics** - Teachers will upload links to activities, videos and resources based on whichever spelling patterns and sounds are being studied.

### Suggested Daily Timetable for 'Home Learning'

Children thrive from having structure and routine built into their learning. Please find below a suggested timetable for the day. However, don't worry if this can't be followed exactly – it's just an example.

Time	Suggested Activity	Ideas
9.00 – 9.30	Exercise	Go for a walk or ride a bike. Youtube exercise video – Yoga (Cosmic Yoga), Mini kids Morning Workout -
9.30-10.30	Academic Work	Check in Class Dojo for latest lesson or choose an activity from the resources pack
10.30-11.00	Break	Outdoor/Fresh Air
11.00-12.00	Academic Work	Check in Class Dojo for latest lesson or choose an activity from the resources pack
12.00-12.30	Lunch	
12.30-1.00	Chores	Create a list of 12 household jobs. Roll two dice and whatever number it makes tackle that household job first.
1.00-2.30	Creative Time	Drawing, painting, learn to cook, sew,

		knit
2.30-3.00	Quiet Time or Mindfulness	Reading, puzzles, colouring in, Lego
3.00-3.30	Outdoor Learning	Play in the garden, go for a minibeast hunt, tally chart items that you find (flowers, birds, cars, vans etc.) Make mud pies, plant some seeds, flowers or vegetables.

### **Submitting Work**

Children at home will be required to post to their portfolios once a day. However, we understand that with home learning pressures, this may not always be possible. If the teacher feels that the work needs further development, then they will feed this back to pupils or in the case of Dojo 'decline' the work until it meets the expected standard.

### **Contact with teachers**

In the case of self-isolation for individual pupils, teachers will be working from 8.35/8.45am - 3.05/3.15pm Monday to Friday and therefore will not be able to respond immediately to messages or submitted work. Teachers will aim to assess work submitted to portfolios and messages as soon as they are able to.