



Moorside Primary School and Nursery

Home (Remote) Learning Policy

In event of a school closure for a period of longer than 2 days, the teachers and support staff will provide a range of suggested activities and learning tasks for children to carry out, to mitigate against gaps in learning time in school impacting on their long-term progress.

In line with our Home School Charter, this policy highlights the joint responsibilities and expectations between parents and school. Our priority is to further build our positive relationships between pupils, parents and school staff, based on mutual respect, trust and clear communication. To ensure our children continue to make progress with their learning whilst at home, school and parents must work closely together to ensure that the school's remote learning offer is undertaken.

The DfE guidance for Remote Learning (version 14.01.21)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

States that: Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

The headteacher has overall responsibility for the provision and organisation of remote learning, as well as learning in school throughout the period of partial closure. Having reviewed the provision for pupils during the initial lockdown in 2020, to best support our community, remote lessons will be flexible in terms of how and when the learning at home takes place (adapted to individual household routines) and school will provide materials online and on paper so that no child is disadvantaged. Teachers will provide material that is engaging and stimulating for the children, with a range of high- quality resources (listed below) for them to access the wider curriculum, whilst supporting their well-being too. This is based on feedback from parent questionnaires, emails and phone calls.

The DfE has set out the following expectations for school in their most recent guidance (our remote curriculum offer is in [blue](#) following each point):

- 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

[We will provide an overview of the weekly curriculum content to demonstrate a progression in skills and knowledge across all subject areas.](#)

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

[We will ensure that all children have devices as far as possible \(and where required, data\), to access online video resources and connect with school via Zoom. The term's curriculum will be](#)

sequenced week by week, so that the same subject matter is taught, as closely as possible, as it would be delivered in school.

- Give access to high quality remote education resources (See below – following recommendations from the EEF at https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

Learning Packs provided for all pupils to record their written work weekly and where appropriate, returned to school by hand or emailed.

- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

Learning tasks and packs are differentiated as appropriate

- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.

As well as free online resources (listed in Appendix 1)

The core programmes used for high quality remote education resources (for which children have individual logins) will be:

Subject	Resource	Website
Maths	White Rose Maths Classroom secrets Purple Mash	https://whiterosemaths.com/homelearning/ https://kids.classroomsecrets.co.uk www.purplemash.co.uk
Reading	Reading Plus/Reading Eggs and Classroom Secrets comprehensions	https://login.readingplus.com https://readingeggs.co.uk/ https://kids.classroomsecrets.co.uk
Foundation subjects (Geography, History etc)	Purple Mash	www.purplemash.co.uk
Spelling, Grammar	Classroom Secrets Purple Mash	https://kids.classroomsecrets.co.uk www.purplemash.co.uk
Times tables	Times Table Rockstars Purple Mash	https://trockstars.com www.purplemash.co.uk
Phonics	Letters and Sounds Fast Phonics	https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_niWw https://readingeggs.co.uk/

All information will be published on our school website at:
<https://www.moorsideschools.org.uk/home-learning-closure/>

When teaching pupils remotely, we will...

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

- Provide frequent, clear (and where required personal) explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

A range of learning tasks will ensure that children who do not have access to the computer or internet will not be disadvantaged, and as much as possible, our school will provide devices to be borrowed by families to ensure that they can access the interactive resources/lessons. If this is not possible, children who are unable to access remote learning will be given a place in school.

Emails, texts, Marvellous Me's and Zoom calls, as well as the home learning page on the school website (<https://www.moorsideschools.org.uk/home-learning-closure/>) will be used as a means of communication to direct children to specific activities and resources and support families.

We will send the National Curriculum spelling lists (for each age-group) for them to practice and learn (alongside some suggested methods for learning them).

Each weekly learning pack includes:


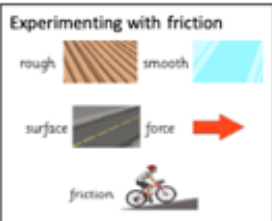


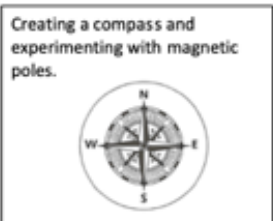
- Daily maths through a video link for instruction and an associated task.
- A daily phonics link through a Letters and Sounds video clip and an associated task (EYFS and KS1 only).
- Daily literacy tasks for grammar and writing, supported by Purple Mash and Classroom Secrets online.
- A weekly theme, based on a subject area of the curriculum, so that children can focus on learning new vocabulary, knowledge and skills

How do we use forces and magnets in everyday life?



Vocabulary	
Force	Drive or push into a specified position or state using physical strength.
Friction	The resistance that one surface or object encounters when moving over another.
Magnetic	Capable of being magnetised or attracted by a magnet.
Repulsion	A force under the influence of which objects tend to move away from each other.
Attract	Magnetic force tending to draw objects together.

5 Finger Facts
The following are different types of force: The rower pulls the oars. The runner's feet push off the ground.
Friction is a type of force.
Iron, steel and Aluminum are materials that are magnetic.
Rubber, feathers and leather are examples of non-magnetic materials.
The 8 points of a compass are north, north east, east, south east, south, south west, west and north west.

This week's activities		
<p>Investigating pushes and pulls.</p> 	<p>Experimenting with friction</p> 	<p>Discovering materials which are magnetic and non-magnetic.</p> 
<p>Exploring a magnet's strength.</p> 	<p>Creating a compass and experimenting with magnetic poles.</p> 	

At the end of the week, you will be using your knowledge and skills to write a letter to the lead organiser of a Science Fair to tell them which activities they should include and why, to help children learn about forces and magnets.

- Handwriting, Mindfulness, Forest School and PE.











































We will also provide regular updates, resources and reminders to support pupils with keeping themselves safe and healthy. These will be emailed to parents and accessible on the school's website:

<https://www.moorsideschools.org.uk/well-being-at-home/>

Completed learning packs and tasks will be returned for feedback via email, Purple Mash or paper copies each week (on the day of collection of new packs).




















A daily timetable will also be provided for children, so that their day is structured.

For example:

	9-9.30	9.30 – 10.15	10.15 – 10.30	10.30 – 10.45	10.45 – 10.55	10.55 – 11.10	11.10 – 11.50	11.50 - 1	1-2	2-3
Monday	Reading Eggs 	Writing 10 am – 10.20 CLASS ZOOM 	Times Table Rockstars 	Brain break 	Mindfulness activity 	Handwriting/ Phonics 	Maths challenge from learning pack 	Lunch	Challenge from Topic Mat 	Purple Mash activity 
Tuesday	Reading Eggs 	Writing task from home learning booklet 	Times Table Rockstars 		Mindfulness activity 	Handwriting/ Phonics 	Maths challenge from learning pack 		Science Activity 	Challenge from Topic Mat 
Wednesday	Reading Eggs 	Writing task from home learning booklet 	Times Table Rockstars 		Mindfulness activity 	Handwriting/ Phonics 	Maths challenge from learning pack 		Challenge from Topic Mat 	Forest School Challenge 
Thursday	Reading Eggs 	Writing task from home learning booklet 	Times Table Rockstars 		Mindfulness activity 	Handwriting/ Phonics 	Maths challenge from learning pack 		Purple Mash activity 	Challenge from Topic Mat 
Friday	Reading Eggs 	Writing task from home learning booklet 	Times Table Rockstars 		Mindfulness activity 	Handwriting/ Phonics 	Maths challenge from learning pack 		Challenge from Topic Mat 	Cosmic kids Yoga/ Zumba 

Progressive learning will be shared for Maths and English, as well as Foundation subject areas in each class's file on the Home Learning page on the school website, as well as being emailed to parents. For example:

Foundation Subject overview

DIVERSITY					
	WC 4.1.2021 and 11.1.2021 History	WC 18.1.2021 Science	WC 25.1.2021 Geography	WC 1.2.2021 RE and Computing (safer internet day)	WC 8.2.2021 Stories and Celebrations from Around the World
UKS2 (Y5&6)	How has life changed since the Stone Age? 	How can it be night time and day time at the same time in different parts on different parts of the Earth? 	Did you know Britain was once connected to mainland Europe? How are Denmark and Britain different today? 	What matters most to Christians and Humanists? 	<p>Why is important to stay safe online?</p>  <p>How are different events from around the world celebrated?</p>  <p>How can stories from other cultures help us to celebrate diversity?</p> 
LKS2 (Y3&4)	What do we know about life as an Ancient Egyptian? 	How do we use forces and magnets in everyday life? 	Why was the River Nile so important to the Ancient Egyptians? 	What does it mean to be a Christian in Britain today? 	
KS1 (Y1&2)	What happened during the Great Fire of London? 	How are animals the same and different? 	What makes the UK special? 	What do Muslim's believe? 	
EYFS Based on the story...	Science focus The Three Little Pigs What materials did the 3 little pigs use? 	The gingerbread man What material could we use to make a boat to help the Gingerbread man get across the river? 	Going on a Bear Hunt Can you make a map to help the children get back home? 	Noah's Ark What kinds of animals wouldn't need to go in the ark? 	

Reading, writing and maths – Year 2 (example)

Year 2 Subject Progression Plan Spring 1 2021						
WC	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
Maths	Addition of 2-digit numbers	Subtraction of 2-digit numbers Number bonds	Money - identifying and making different amounts	Money - Making totals, finding difference and change	Multiplication - making equal groups and arrays	Multiplication - making arrays, adding arrays, introducing the X symbol
Writing	Hot seating the character of Vlad and asking him questions.	Reading, ordering and re writing the story 'Vlad and TGFL.'	Poetry - A tiny, burning flame.	Non- Chron report - leaflet of London. Include recommendations, interview people who have been	Diary of Paddington	Instructions - how to make pancakes

Grammar	Question Marks	Exclamation Marks	Commands	Speech Marks	Speech Marks and subordinators (when, if that, because)	Apostrophes for possession
Phonics / spelling	Suffix 'er' Adding ed, est and ed	Adding 'ing' to words ending in 'y' with a consonant before it.	Adding 'ing, er, est, and y' to words ending in 'e' with a consonant before it.	Adding 'ing, er, ed, est and y' towards of one syllable	The sound 'or' spelt 'a' before 'l' or 'll'	Common Exception Words
Topic	History - The Great Fire of London	History - The Great Fire of London	Science - How are animals the same and different?	Geography - What makes the UK special?	ICT - Why is it important to stay safe online?	Stories and celebrations from around the world

Contact and communication

Pupils - Pupils are able to make contact with their teachers via the Purple Mash online learning platform, as well as class Zoom meetings. Pupils will also receive feedback from their teacher on Purple Mash when they submit completed assignments.

Parents – Parents can send queries to the admin email address and request a call from school if any further support is required for learning or well-being. Parents can send completed learning tasks to designated email addresses and feedback from the teacher will be given via Marvellous Me. This email will be checked once per day. Parents can contact school at any time and leave a message for teachers/support staff to make contact via phone call or Zoom to support with any aspect of remote learning.

External agencies – School will continue to communicate with external agencies such as the Local Authority, the Early Help Team and the SEND team, to ensure all pupils and their families are safeguarded and supported. Food parcels will be sought for any families experiencing particular hardship throughout lockdown.

Monitoring and reporting


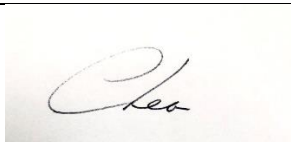
Weekly logs of the percentage of pupils engaging in their online learning are analysed by class teachers and the Senior Leadership Team to identify pupils who are vulnerable and may need a place in school, as well as those who require further support or challenge.

Pupil engagement and detailed examples of measures taken to support families, to ensure that pupils are not disadvantaged in any way, are reported at Governors meetings.

Governors with responsibility for teaching and learning and pupil outcomes will report specific areas of monitoring, for example engagement of vulnerable groups.

C Rowett – Headteacher

updated January 2021

Date	Review Date:	Coordinator	Nominated Governor	
18.1.21	As per changes to Government guidance	Claire Rowett	Peter Fleming Michele Gee	
Headteacher:			Date:	18.1.21
Chair of Governors			Date:	18.1.21

Appendix 1:

Online learning resources

Free resources:

<https://www.bbc.co.uk/bitesize/topics/zcqqtftr>

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

<https://gabigames.co/numberblocks>

<https://www.bbc.co.uk/iplayer/group/b08bzfnh>

<https://www.topmarks.co.uk/>

Daily science

<https://drjosciencesolutions.co.uk/workshops-2/lockdown-learning/>

<https://drjosciencesolutions.co.uk/2020/07/21/daily-science-activities-during-partial-school-closures-the-final-week-15-16-and-17/>

All subject areas free resources - and <https://www.bbc.co.uk/bitesize/primary/>

The Kids Should See This

<https://thekidshouldseethis.com> (Wide range of cool educational videos)

Mystery Science

<https://mysteryscience.com> (Free science lessons)

Stories

<https://www.storylineonline.net/>

NASA

<https://climatekids.nasa.gov/>

Mindfulness

<https://www.gonoodle.com/>

Daily drawing lessons

<https://www.youtube.com/watch?v=MjaYnyCJDdU&feature=youtu.be>

Phonics play comics

www.phonicsplaycomics.co.uk

Edinburgh Zoo

<https://www.edinburghzoo.org.uk/webcams/rockhopper-penguin-cam/>

Phonics Play

www.phonicsplay.co.uk/freeIndex.htm

BBC Bitesize

www.bbc.co.uk/bitesize