

## **Remote learning at Mill Rythe Junior School**

Mill Rythe Junior School is a school community that has always strived to be the best we can be, we want everyone to feel they belong, feel safe and feel valued. We are ambitious and have high expectations of ourselves, others and our school in all that we do. Our remote learning policy continues this. We will continue to be outward looking, working in partnership with our school community, to ensure the best possible learning experience for our pupils whether they are learning at school or at home.

This Remote Education Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support
- Support effective communication between the school and families and encourage good engagement with remote learning.

### **Who is this policy applicable to?**

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous, dry cough
- A high temperature
- A loss of, or change to, their sense of smell or taste

Or

- If advised not to attend school due to government guidance
- If they have had access to a test and this has returned a positive result for Covid-19
- Been in close contact with someone who has returned a positive result for Covid-19

Mill Rythe Junior School will provide remote learning for pupils that are not able to attend school in person so as to continue their education seeking where possible to mirror the curriculum offer pupils would be receiving in school. This document outlines the provision available and guidance on the role of pupils, teachers and parents.

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**Deputy Headteacher: Miss Rebecca Vousden BSc PGCE**

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## **Roles and responsibilities**

The remote learning plan is separated into 3 stages which will require staff, pupils and parents to adopt different approaches according to the situations they are in. A definition of each stage is given below.

- Stage 1: An individual is self-isolating
- Stage 2: The first two days of a school, cohort or class closure
- Stage 3: The remaining period of a school, cohort or class closure

The school will do its utmost to support staff in delivering effective remote learning opportunities to pupils and will engage proactively with each staff member and recognise the individual circumstances of each staff member to ensure they have the right support, knowledge and understanding which enables them to effectively deliver a good quality of education remotely.

Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities; children's needs and circumstances vary as well as their ability to access to online resources either due to lack of hardware or lack of internet access.

## **Home and School Partnership**

Mill Rythe Junior School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Guidance on how to use Google Classrooms is available for parents on the remote learning page of the school website and can be accessed using the this link: [Remote Learning – Mill Rythe Junior School](#). Pupils have been taught how to use Google Classrooms within school and have a good understanding of how this online learning platform works.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintain a consistent structure.

We would encourage parents to support their children's learning, including finding an appropriate place to work and, to the best of their ability, support pupils with learning by encouraging them to work with good levels of concentration and to seek support from teachers when learning is more challenging.

Staff will ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly so that issues can be addressed.

It is more important than ever that we are all making good choices with the food we are eating and drinking plenty of water. Avoid sugary snacks and take regular fresh air breaks with opportunities for exercise beyond those that we have planned for each day.

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Put plans in place to care for yourself too. Take time to relax; make sure your own diet is varied and balanced and that you partake in physical exercise. If you are having to work from home, talk to your children about how they learn best and that you need the same conditions to be able to work in.

Throughout this time, if you need to contact us for any reason please do so using the [mrjsclosure@millrythe-jun.hants.sch.uk](mailto:mrjsclosure@millrythe-jun.hants.sch.uk)

### **Safeguarding**

When providing remote learning, teachers are expected to:

- Ensure that all Online Safety, Child Protection and Safeguarding Policies are followed throughout all interactions with pupils and record any concerns are immediately recorded using CPOMS. Staff will be alerted a member of the DSL team within school.
- Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform a DSL of any concerns in line with normal procedures.
- Keep in touch with pupils who aren't in school and their parents – contact should be made through Google Classroom, and if a pupil is at home for more than 5 days a weekly or bi-weekly phone call home to see talk to parents and children. During this conversation, teachers will be able to reflect upon the learning that has been taking place by asking children about the different aspects of learning that they have been working on. They will ask parents about how their children have engaged with the learning and if any additional support can be provided to support them or their children.
- Vulnerable children and families will be contacted on a more regular basis via a telephone call by a designated safeguarding lead. The frequency of this will vary depending on each family's individual situations but may be daily where appropriate if these pupils are not in school. If no contact can be made, a home visit will take place.

### **Our approach to remote learning**

During all stages of remote learning, pupils will be provided with remote learning books to complete their work in. If children are in stage 1 of remote learning, these books will then be brought back into school for their teacher to see. If children are in stage 2 of remote learning, work is completed into their remote learning book. When these children move to stage 3, work can be completed either in their remote learning book or using a digital device and submitted to their teachers on a daily basis. Work completed in books at stage 2 or 3 will also be given to class teachers when children return to school.

#### **Stage 1**

In the event of individual children having to self-isolate they will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is closely matched to the learning that is taking place in school.

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Teachers will use a range of online platforms to support learning as well as using off line resources. One of the key online platforms will be the Oak National Academy where we have matched their curriculum as closely as possible to our school curriculum. This ensures that children will be following an ambitious, planned and carefully sequenced curriculum that allows access to high quality online resources and teaching videos that cover the most important aspects of learning that is being taught in school.

The learning provided at home will be equivalent in length to the learning taking place in school.

Each day, children will be expected to complete:

- 90 minutes of maths
- 90 minutes of English
- 2 hours of foundation learning
- a HIIT session with Joe Wicks
- to read for at least 15 minutes to an adult
- to complete a 20 minute session on times table rock stars.

Remote learning at stage 1 is available from the remote learning page of our school website: <http://www.millrythejunior.co.uk/remote-learning/>

### **Stage 2: School, cohort or a class closure the first two days**

In the event of the school or a class having to close and all members of the class having to learn from home, children will initially complete a two-day independent learning plan. This will include a focus on English, Reading and Maths and a topic based curriculum for the afternoons.

The amount of work provided in these two days will seek to replicate that of a normal school day as closely as possible. This work has been pre-prepared and will enable your child's class teacher to start planning for how they will teach the school curriculum to your children online.

Two days on independent learning is available from the independent learning page of our school website: <http://www.millrythejunior.co.uk/independent-learning/>

This will only be available on the website at the point of a class or school closure.

### **Stage 3**

After the initial two days, teaching and learning will move onto our online learning platform Google Classrooms. Children will follow the same curriculum remotely as they do in school, wherever possible and when appropriate. However, some adaptations will be required to ensure that tasks are achievable and suited to a home environment. For example, PE tasks will be chosen to allow children the opportunity to exercise with no specialist equipment.

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All pupils will follow a variation of the same timetable during school or class closures which closely replicates the school timetable. This is published on the classwork page in Google Classrooms. An example of this can be seen below. This is a suggested timetable and we appreciate that children and parents might want to adapt this timetable to suit their own unique situation, e.g. shared devices. Therefore, work can be completed at times which suit them. Teachers will view and provide feedback on children's work submitted up to 24 hours after the advised completion time. To ensure knowledge and skills build incrementally, children should complete work in the order it is set. Missing lessons will lead to gaps in knowledge being created so children, parents and carers are strongly encouraged to complete work each day. Children of critical workers and vulnerable children who attend school part time must complete work on the day it is set so that they can be seamlessly reintegrated to the curriculum journey within school when they return.

We expect that remote education (including remote teaching and independent work) will take children broadly 4 hours each day to complete.

### Remote Learning Timetable

										1 hour and 30 minutes
<b>Monday</b>		Close Read 50 mins		Spellings 30 mins				Maths 60 mins	Reading for pleasure 30 mins	TTRS – 20 mins Couch to 5K
<b>Tuesday</b>		Reading 30 mins	English 60 mins					Maths 60 mins	MMM 30mins	Assembly + Foundation
<b>Wednesday</b>		Reading 30 mins	English 60 mins					Maths 60 mins	MMM 30mins	Couch 2 5K + Foundation
<b>Thursday</b>		Reading 30 mins	English 60 mins					Maths 60 mins	MMM 30mins	Trickbox + Foundation
<b>Friday</b>		9:10 – 10:05		10:05 – 10:35						
		English 60 mins		Class Reader 30 mins				Maths 60 mins	Arithmetic 30mins	Couch 2 5K + Foundation

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## Maths Provision

- 5 maths lessons each lasting approximately an hour with pre-recorded teaching videos giving direction for each step of the lesson. Where appropriate, honesty cards will be provided for the maths lessons, to enable children to mark their own work and determine whether they have been accurate in their responses. These lessons are differentiated to meet the needs of different groups of children.
- Year 3: 3 times table workshops lasting approximately twenty to thirty minutes with pre-recorded videos going through times tables that they are learning and related knowledge. Activities may be provided alongside this to support pupils with learning their times tables.
- Years 4, 5 and 6: 3 maths morning meetings which revisit prior learning that teachers know children have covered previously in school. Children will be able to mark their own work using the honesty slide provided after each set of questions.
- All year groups will be given arithmetic once a week on a Friday. Children should spend up to thirty minutes completing their arithmetic. This is appropriately differentiated and pupils will be given their appropriate level of work reflecting practise within school. Children are able to self-mark these using the honesty card.
- Small group live lessons where an individual or a group of children have found an aspect or leaning challenging. Live lessons are recorded and taught in line with our safeguarding expectations shared with parents.
- Times Table Rock Star practise suggested daily to revise times tables.

## English Provision

- 3 x Guided reading sessions lasting approximately thirty minutes where appropriate (guided reading is embedded within English lessons during the first week of a new learning journey.) These will be taught via pre-recorded videos which explain each step of the learning.
- Years 4,5,6: 1 x close reading session normally on a Monday which reflects timetabling within school. Close reads will be taught using pre recorded videos.
- 1 x spelling lesson lasting for approximately thirty minutes for all year groups, normally taught on a Monday. This is delivered through a combination of pre-recorded lessons and activities and differentiated as it would be at school.
- 1 x Class reader, 30 minutes reading a class or year group book together. This may be delivered via pre-recorded video or via an alternative online teaching resource.
- 5 English lessons, lasting approximately one hour. These will consist of pre recorded teaching videos and online teaching platforms such as Study zone and Spag.com. When appropriate, children will be given an honesty card to mark their work. These lessons are differentiated to meet the needs of different groups of children.

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## Foundation Provision

The foundation curriculum will be taught using pre-recorded teaching videos to deliver the teaching inputs for each lesson. Where appropriate, there will be resources and activities attached to support children with their learning. A broad range of subjects will be taught across the foundation subjects to closely replicate the planned teaching and learning at school. Subjects will be taught in accordance with each year groups curriculum map however, subjects may be blocked to make the experience more suited to remote learning. For example, where Spanish may have been taught for an hour each week within school, several Spanish lessons may be taught in a row when pupils are learning at home. This means that children do not need to jump between subjects. Children will complete regular exercise as a part of their foundation curriculum which may be set in different formats. Children may be asked to complete a programme such as the 'Couch to 5km challenge' or they may be set yoga videos or Hit workout videos as appropriate.

## Accessing Remote Education

Children should be guided by the timetable on Google Classroom, which explains the daily tasks that need to be completed. All lessons will be uploaded to this platform. Children may also need to access Study Zone, Spag.com and Times Table Rockstar's to complete or supplement their learning. Children are familiar with each of these online platforms; however, if they have mislaid their login details or have technology problems parents should email their class teacher or contact the school office. All log in details are shared at the start of any period of self-isolation or school closure.

We recognise that some pupils may not have suitable online access at home. If children do not have access to a laptop or a tablet or have a reliable internet connection, the school will work with those parents to identify solutions, which may include lending laptops and internet access.

## How children are taught remotely

- Recorded teaching videos created by Mill Rythe Junior School staff.
- Children may be invited to attend a live lesson for any subject to cover an area of the curriculum that they have found challenging. This may be identified by the teacher through marking or the pupil may request help using the Google Classrooms messaging system.
- Commercially available websites, supporting the teaching of certain subjects and areas. E.g. BBC Bitesize.
- Individual work packs and live teaching for specific, targeted children
- Children may also be directed to recorded teaching videos from outside agencies. E.g. Oak National Academy lessons or educational videos available on various multimedia platforms. E.g. BBC Bitesize.

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Work may also be supplemented by optional enrichment opportunities, such as investigations or project work.

## Engagement

The school will support children, parents and teachers overcome any barriers when setting and accessing remote learning. We advise children and parents follow the guidance outlined in the *family role* section of this document. The expectation is that children will engage with the remote education set by the school. Teachers will follow up with children and parents if work is not completed over a period of a day or two. The aim of this, is to work together to overcome any barriers which may exist. If work is repeatedly not completed, members of the Senior Leadership Team will communicate with parents and children in order to find solutions.

## Interaction, Assessment and feedback

### Interaction

- Children are invited to attend a live daily registration session at 8:15am each morning, where a teacher from their year group outlines the learning for the day and provides any general year group, class or individual feedback as appropriate.
- On Fridays, children who are learning from home all of the time, are invited to attend a live chat session with a small group of pupils from their class, lasting approximately 30 minutes. The aim of this session is to allow children to socialise with their classmates in a fun and relaxed manner. These sessions have activities and discussions which are guided by the teacher however, it is not a taught lesson.
- Children can leave messages for their teacher on the Google Classroom platform which the teacher who is responsible for remote learning will respond to.
- If a teacher, child or parent feels that additional support is needed with an aspect of learning, then a child or group of children may be invited to attend a live teaching session to go through the area of learning which has been challenging. This may be with a teacher, teaching assistant or member of the leadership team as appropriate. Parents will be notified of these sessions via the Classwork page of Google Classrooms and via text message.

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## Feedback

Feedback expectations look a little different in each year group depending upon the number of children learning at home and in school as well as the number of staff available in different teams.

- Individual feedback or maths and English will be provided a minimum of twice a week via Google Classrooms. This will focus on addressing misconceptions and praising effort.
- Whole class feedback will be given on days when individual feedback is not given for English and maths. This may highlight pupils who have produced particularly good work within a lesson, or identify a general misconception which the majority of pupils had, for example, using commas appropriately.
- Foundation feedback will be given to classes each day but only to individual children for any work where an exceptional effort has been made or if work has not been completed to a good enough standard.
- Teachers may return pupils work to them, if they would like children to edit a particular aspect of their work before resubmitting it to the teacher.
- Where appropriate maths lessons, morning maths meeting sessions and arithmetic will come with honesty cards so that children can self-mark enabling them to then identify any errors or to request additional support from a teacher.
- Less frequently, it will be appropriate to provide an honesty card for an aspect of English, Guided Reading or Spelling.
- Teachers and the Senior Leadership Team will monitor engagement of each individual task set through Google Classroom. Where engagement is a concern, children and parents will be contacted via the telephone to offer support and to identify potential solutions.
- Teachers will view, mark and respond to pupils work up to 24 hours after the completion day to allow children and parents time to upload their work.

## SEND Alterations

Children with an EHCP or significant cognitive and learning need will be provided with individual learning journeys where appropriate. It may be that a child has individual work for an aspect of the curriculum but is able to engage with the general year group learning for the rest of the curriculum. Guidance around this will be given individually to parents as required. Learning will be led by their individual class teachers and may be emailed directly to parents rather than through Google Classrooms. In this instance, children will be encouraged to join in with the social elements of Google Classrooms.

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### **Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Digital and hardware Development Planning
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Covid 19 safeguarding & child protection policy addendum (Jan 21)

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