REMOTE LEARNING: INFORMATION FOR PARENTS

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;

Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge **(Heathfield Head),** develops genuine and robust character traits to prepare children for life in the modern world **(Heathfield Heart)** and opportunities for children to use and apply their Head and Heart to answer learning questions **(Heathfield Hands)** resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.

During to current COVID-19 pandemic we are committed to upholding the Heathfield Intent through our remote education offer. Remote education is now an essential component in the delivery of our school curriculum. We will ensure all children that are educated at home are given the support they need to master the curriculum and make good progress. **We have put into place new systems to ensure that the remote curriculum we offer is balanced and broad and we teach the same curriculum remotely as we do in school wherever possible and appropriate**. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require our children to remain at home, we have the capacity to offer immediate remote education. This expectations document is very important as it outlines the expectations for staff, children and parents/carers.

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REMOTE EDUCATION WILL BE IMPLEMENTED IN THE FOLLOWING SCENARIOS:

- **Whole class/bubble closure:** When a staff member or child tests positive for Coronavirus and the whole class/bubble must remain at home. When a class teacher is unwell in this instance, 'Emergency Planning' will be used and delivered by support staff from home for the two weeks self-isolation.

- **14-day self-isolation also referred to as our blended offer:** When an individual child is required to self-isolate for 10days because a member of their household has tested positive for coronavirus/after travelling outside of the UK.

- **Full school closure:** When the Government implements a local/national lockdown.

Heathfield will adhere to DfE guidance, by delivering high quality Remote Education through a mixture of live lessons, pre-recorded teaching videos and supportive worksheets to ensure children have effective models and scaffolds to support them in their learning. **Children will receive a minimum of three hours learning per day**. For Early Years children, remote learning will be provided via **Tapestry** and for Key Stage One and Two children via **Microsoft Teams.** We will adhere to all safeguarding policies and legislation and allow flexibility to the learning timetable, to support the health and well-being of all our staff, parents/carers and children.

Remote learning will start of the first full day of bubble closure/self-isolation.

WHOLE CLASS/BUBBLE CLOSURE

Staff will share a timetable overview with all children and parents/carers via Tapestry/MSTeams on the first day of whole class/bubble closure. See template below.

CLASS TEACHERS WILL SET DAILY TASKS THAT WILL INCLUDE THE FOLLOWING:

ENGLISH (Writing/SPaG (Spelling, Punctuation and Grammar)/Phonics Tasks):

- A live or pre-recorded teaching video input to support learning of Writing/SPaG and/or phonics (by the class teacher or a link to an external teaching video, such as Oak Academy) Teaching will maintain the learning sequence that would have been used in school as much as possible.

- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning

- Work set is meaningful and ambitious

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- Set informal quizzes and assessment tasks to clarify children's understanding

- All tasks to be completed directly onto MSTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback

- Years 2 – 5 A live or pre – recorded 'Everyone Reads' session

- A live or pre-recorded session of an adult reading the class novel/story to the children

- Children/parents record reading in Reading Journal and children can complete Reading Journal activities

- Once school reading books have been read, children should read books at home, newspapers, magazines, online articles, books on kindles etc.

- Year 6 children do 30 minutes a day on Reading Plus

MATHEMATICS

- A live or pre-recorded teaching video input to support learning of Maths (by the class teacher or a link to an external teaching video, such as Oak Academy/ Maths hub) Teaching will maintain the learning sequence that would have been used in school as much as possible.

- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning

- Work set is meaningful and ambitious

- Set informal quizzes and assessment tasks to clarify children's understanding

- All tasks to be completed directly onto MSTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback

CLASS TEACHERS WILL SET TASKS FOR THE FOLLOWING SUBJECTS OVER THE PERIOD OF REMOTE LEARNING:

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SCIENCE, BIG QUESTION (History and Geography) PHYSICAL EDUCATION, PSHE, RELIGIOUS EDUCATION

- A live or pre-recorded teaching video input to support learning of Science (by the class teacher or a link to an external teaching video, such as Oak Academy) Teaching will maintain the learning sequence that would have been used in school as much as possible.

- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning

- Children will be provided with well-structured/scaffold activities to allow children to apply/practice their learning

- Work set is meaningful and ambitious

- All tasks to be completed directly onto MSTeams and/or in the children's homework book and uploaded to Microsoft Teams or Tapestry for teacher feedback

CELEBRATION:
- For whole class bubble close, the class will have a virtual achievement assembly at the end of the week to celebrate hard work and commitment to learning.

ADDITIONAL SUPPORT FOR LEARNING
- Home learning links of the school website

- Timestable rockstars

- Purple mash

- See end of document for additional ideas

FIRST STEPS, NURESERY AND RECEPTION:

- As above where appropriate

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- Set activities that focus on the prime areas of learning with some links to specific areas of learning and the characteristics of effective learning

- One video per week linked to the learning for the children, explaining tasks to parents and carers and providing curriculum insight to support parents in providing appropriate challenge and support at home.

- See additional Early Years ideas at the end of this document

IF A CHILD DOES NOT HAVE DIGITAL OR ONLINE ACCESS AT HOME

- School can provide laptops for the duration of self-isolation or bubble/class closure.

- Data SIMs are available for children who do not have access to Wi-Fi at home. Each SIM has a 30GB data allowance valid for 90 days

- School will also provide paper copies if required/needed and Mrs. Renton will deliver these to families. (This work should be completed in the children's homework book and feedback will be provided once the books are returned)

SUPPORTING FAMILIES AND CHILDREN:

- On Tapestry and Microsoft Teams parents are able to communicate with adults within the bubble using the chat/messaging function

- Children can communicate with adults and other children within the bubble using the 'open' chat function

- Technical support can be provided to parents via Mr. Wyatt

- Parents/carers can email parents@heathfield.bolton.sch.uk or contact the school office 01204333595

- Parents should see end of document for additional learning links

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CHILDREN WITH ADDITIONAL NEEDS

We recognise that some children, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children by:

- Providing personal learning activities that meet the needs of the child. This may be more practical based activities. School will lend resources if required.

- Direct access to an additional adult if the child has an EHCP.

ENGAGEMENT AND FEEDBACK

PARENTS AND CARERS

At Heathfield we recognise that for some parents/carers remote learning will be difficult, especially families with younger children and work commitments. We will endeavour to be as flexible as possible to support these families; pre-recorded lessons can also be viewed to suit individual family needs. However, at Heathfield we expect **parents/carers to:**

- Not feel pressured to replace the teacher or be required to spend long hours 'teaching' the subject so that the work can be done.

- Engage with school on a daily basis by following advice received via Tapestry, MS Teams, letters, and emails or on the telephone, which will support their child's learning at home.

- Share questions or concerns with school so that these can be dealt with and support can be offered.

- Support your child/ren by ensuring they set aside time each day, alongside other commitments, to support their child in accessing remote learning. Keeping to a routine is beneficial. This could be helping their child to navigate suitable websites, downloading home learning from online learning platforms, emails or the school website, or sitting and supporting learning as it takes place.

- Ensure that work is uploaded to Tapestry/MS Teams on the day it is set by school staff in order to receive feedback. Any work uploaded after 3pm will not receive teacher feedback until the following day.

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- Ensure that any apps or websites that are critical to the delivery of your child's learning are downloaded and prepared. School will offer families support with this if families have any difficulties.

- Ensure that your child remains safe online by only allowing them to access recommended websites that school have provided, or that you yourselves have checked have suitable, age related content.

- Supervise children at all times to ensure they stay safe.

- Not misuse the video content or learning shared by school by sharing this with the wider community in any way, which has not been agreed by school.

- Ensure their child/ren complete the work according to the standard expected.

HEATHFIELD CHILDREN

Heathfield children will:

- Complete the work set by the required deadline and to ask for help when required. Work must be completed and uploaded on the Tapesty or MSTeams on the day that it is set to receive timely teacher feedback.

- Try their best at all times with learning both in school and at home.

- Ask their teacher or grown-up if they need help or support.

- Stay safe by only clicking on websites and links that have been agreed with teachers and parents/ carers.

- Report anything online that makes them feel concerned or unhappy to their grown-up or teacher.

- Never speak to anyone online that has not been agreed with your parents/ carers.

- Always use your iPad or laptop in a place where you can be seen and heard by a grown-up.

- Ensure work completed is the same standard as is expected whilst at school.

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HEATHFIELD STAFF:

Heathfield staff will:

- Offer a balanced and broad remote curriculum, maintaining the same sequence of learning as that in school, wherever possible and appropriate

- Provide a minimum of three hours of daily work for children using a combination of live, pre-recorded and effectively structured work to ensure effective modelling and scaffolding of learning

- Provide personalised learning for children with additional needs

- Provide feedback on all work submitted by 3pm. Feedback will suggest corrections, edits, provide further scaffolds and/or reflection question

- Contact families daily if there is no engagement. Home visits will be carried out if there is no response from a family.

- Contact all families **at least once per week** to check in and provide support and complete contact log

- Provide technical support

- Keep a record of children attending live sessions

- Ask parents/carers to complete a questionnaire to evaluate what has worked well and additional developments we can make

SLEF ISOLATION

Where individual children need to self-isolate but the majority of their peer group remains in school, remote education is provided. As above, **Children will receive a minimum of three hours learning per day**. For Early Years children, remote learning will be provided via **Tapestry** and for Key Stage One and Two children via **Microsoft Teams.**

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Children will be provided with the same curriculum for Maths and English remotely as we do in school **wherever possible and appropriate**. Children will be provided with external video links and written explanations to support them with tasks set. Children in Early Years will be provided with additional activities via Tapestry that focuses on the prime areas of learning with some links to specific areas of learning and the characteristics of effective learning. In Key Stage One and Two in addition to the Maths and English work set, children are expected to completed tasks on their homework schedule. The homework schedule is written by class teachers with a range of tasks from different subject areas that are closely linked to the learning in the classroom.

The expectations for parents/carers and children remain the same.

Heathfield staff will:

- Provide meaningful and ambitious daily English and Maths work using external videos and/or written explanations and well-structured tasks

- Provide personalised learning for children with additional needs

- Provide feedback on all work submitted by 3pm. Feedback will suggest corrections, edits, provide further scaffolds and/or reflection question

- Contact families daily if there is no engagement. Home visits will be carried out if there is no response from a family.

- Contact all families **at least once per week** to check in and provide support and complete contact log

- Provide technical support

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TIMETABLE (Example)

Day:	Year group:					Start date:	
	9:00am – 9:30am	9:30am – 10:30am	10:30am – 11:00am	11:00am – 12:00pm	12:00pm – 1:00pm	1:00pm – 2:00pm	2:30pm – 3:00pm
DAY 1	**Everyone Reads:** Listen to the pre – recoding on pages / Read the following pages and answer the questions **Phonics:** Taught live via MS Teams	**Maths Pre-recorded lesson** Children to follow the maths video and then complete independent activity	Physical activity/break time	**English lesson** Taught live via MS Teams .	Physical activity/lunch time	**Science lesson** Watch the video and complete the activity	**Class Novel** Log in and listen to the class novel/story
DAY 2							
Day 3							**Celebration assembly** Log in and let's celebrate your amazing work!

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ADDITIONAL LEARNING RESOURCES

USEFUL WEBSITES HELP SHEET

EARLY YEARS AND KEY STAGE 1

Floppy's Phonics (Oxford Reading Tree)

Websites: www.oxfordprimary.co.uk/floppysphonicstp
https://home.oxfordowl.co.uk/reading/ for phonic guidance and practise
Description: online subscription enables schools to give pupils access to materials to practise GPCs at home. Activities and advice for parents and selected e-books available.

Jolly Phonics

Website: www.jollylearning.co.uk
Description: teaching videos covering key skills needed for reading and writing. Access to guidance and a bank of activity sheets covering phonics, grammar, spelling and punctuation.

Maths
Mathematics Mastery
Website: https://www.mathematicsmastery.org/free-resources
Description: downloadable guidance and resource packs for parents and pupils.

Numberblocks
Websites:
CBeebies - https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths

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Numberblocks - https://www.bbc.co.uk/cbeebies/shows/numberblocks
Description: videos for numeracy development, with fun activities that can be applied to everyday life and play.

Top Marks
Website: https://www.topmarks.co.uk/maths-games
Description: a range of interactive maths games categorised by age group, suitable for parents and students to work through.

White Rose Maths (home learning)
Website: https://whiterosemaths.com/homelearning/
Description: presentations and downloadable workbooks, which are easy to use for parents. New material is being released each week.
Science

BBC Bitesize
Website: https://www.bbc.co.uk/bitesize/primary
Description: interactive resources covering the primary science curriculum. Suitable for pupil/parent use.

STEM Learning
Website: https://www.stem.org.uk/primary-science
Description: an online resource bank listing quality-assured resources on external websites. The site features a live chat function offering support from subject experts. New 'home learning support for families' section suitable for parent use.

Well-being

MindEd
Website: https://www.minded.org.uk/
Description: an educational resource for all adults on children and young people's mental health.

Muddy Faces
Website: https://muddyfaces.co.uk/outdoor-hub/
Description: a range of health and wellbeing activities and resources that can be completed outdoors.

PE
Boogie Beebies

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Website: https://www.bbc.co.uk/programmes/b006mvsc
Description: videos that get younger children up and dancing with CBeebies presenters.

Disney 10 Minute Shakeups
Website: https://www.nhs.uk/10-minute-shake-up/shake-ups
Description: 10-minute activities based on Disney films that count towards a child's 60 active minutes per day.

KEY STAGE 2
Spelling
Spelling Shed
Website: https://www.spellingshed.com/en-gb/

Maths
Mathematics Mastery
Website: https://www.mathematicsmastery.org/free-resources
Description: downloadable guidance and resource packs for parents and pupils.

Top Marks
Website: https://www.topmarks.co.uk/maths-games
Description: a range of interactive maths games categorised by age group, suitable for parents and students to work through.

White Rose Maths (home learning)
Website: https://whiterosemaths.com/homelearning/
Description: presentations and downloadable workbooks which are easy to use for parents. New material is being released each week.

Science
BBC Bitesize
Website: https://www.bbc.co.uk/bitesize/primary
Description:

STEM Learning
Website: https://www.stem.org.uk/primary-science

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Description: an online resource bank listing quality-assured resources on external websites. The site features a live chat function offering support from subject experts.
Main resource bank suitable for teacher use. New 'home learning support for families' section suitable for parent use.

Well-being
MindEd
Website: https://www.minded.org.uk/
Description: an educational resource for all adults on children and young people's mental health.

Muddy Faces
Website: https://muddyfaces.co.uk/outdoor-hub/
Description: a range of health and wellbeing activities and resources that can be completed outdoors.

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Disney 10 Minute Shakeups
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Description: 10-minute activities based on Disney films that count towards a child's 60 active minutes per day.

The Body Coach
Website: https://www.youtube.com/playlist?list=PLyCLoPd4VxBuxu3sLztrvWFehzv-LnR2c
SEND: apps and games
(Apps must be downloaded onto a compatible device)

Brain Parade
Website: http://www.brainparade.com/products/see-touch-learn-free/
Description: a visual instruction app, including flash cards and picture-choosing games, for children with autism and special needs.

HelpKidzLearn
Website: https://www.helpkidzlearn.com/
Description: a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

Sensory App House Ltd
Website: https://www.sensoryapphouse.com/

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Description: a range of apps are available for pupils with Profound and Multiple Learning Difficulties (PMLD) or Severe Learning Difficulties (SLD). All are interactive and many do not require significant coordination abilities.

Visuals2Go
Website: https://www.visuals2go.com/
Description: an all-in-one app created to support people with communication and learning difficulties. For verbal and non-verbal learners.

SEND: resources for teachers and parents
Anna Freud National Centre for Children and Families
Website: https://www.annafreud.org/media/11160/supporting-schools-and-colleges.pdf
Description: a downloadable guide to supporting the mental health and wellbeing of pupils and students during periods of disruption.
Registration: not required

Do2Learn (USA)
Website: https://do2learn.com/
Description: a range of downloadable resources grouped by theme. Themes include: social skills, songs and games, and picture cards.
Registration: not required

Inclusive Teach
Website: https://inclusiveteach.com/free-printable-sen-teaching-resources/
Description: downloadable teaching resources to support pupils with SEND.
Registration: not required

Priory Woods School
Website: http://www.priorywoods.middlesbrough.sch.uk/page/?title=Resources&pid=3
Description: resources from an award-winning, innovative school, rated by Ofsted as outstanding and put together by SEND teachers. The resources include apps andprogrammes.
Registration: not required

SEND Gateway
Website: https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/nqt-videos.html
Description: A range of SEND guidance videos created in collaboration with the Centre for Education and Youth (CfEY) in addition to many other experts within the sector. Aimed at Newly Qualified Teachers (NQTs).

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SENict Activities
Website: https://www.ianbean.co.uk/senict-members-resource-portal
Description: downloadable activities aimed particularly at Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD) learners.
Registration: not required

SEN Teacher
Website: https://www.senteacher.org/
Description: downloadable resources that can be adapted to suit the needs of pupils. Resources are aimed at a range of abilities.
Registration: not required

Speech and Language Kids
Website: https://www.speechandlanguagekids.com/free-speech-language-resources/
Description: a range of education and therapy resources for speech and language problems. A podcast is also available on iTunes for verbal and non-verbal children.
Registration: not required

UCL Centre for Inclusive Education
Website: https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/managing-transition-home-schooling
Description: a guide to help parents adjust to remote learning by providing advice and links to resources.
Registration: not required

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Toy or items	What you could do:	Links to learning
Baby dolls or teddy bears	- Look after baby – what does she need to keep her happy? What will she eat or drink? - Sing songs to baby to help her to sleep. - Role-play opportunities – play Mummies and Daddies copying some of the things you do as a family. - Bath the baby, naming body parts - Talk about how babies grow and develop – do they have teeth when they are born? Do they go to school? - Pretend to go on a day out with baby – where will you go? Think about your favourite destinations as a family as share photos or pictures of these from photo albums or using google. - Doctors and nurses – has baby hurt itself? How can we make it feel better? Focus on new vocabulary – you could play with a doctor's kit or use real plasters/ bandages and talk about the names of these objects.	- Communication and language - Understanding of the world - Expressive art and design
Cars and garages	– Sorting the cars out according to size/colour. – Rolling the cars on different surfaces carpet/flooring on which surface do the cars roll faster on? Can you describe the textures? – You could talk about different means of transport aeroplane/boat/lorry/bus/tractor. Have a look on google and make a model of your favourite, using junk around the house – empty boxes/tubes/wrappers etc. – Using the garage, you could talk about positional language which car is under the bridge? Can you put the blue car behind the yellow one? – Using the cars, you can do simple addition and subtraction. I have 2 cars you have 3; how many altogether? You have 4 cars but 1 drives away! How many are left?	– Maths – Understanding the world – Expressive arts & design
Jigsaws/board games	– You can practice turn taking with the jigsaw pieces as well as the board games you may have at home. – You could use a timer to see how long it would take to complete the game or jigsaw puzzle – Use the jigsaw to extend vocabulary – name the animals on the jigsaw etc.	– Maths – Personal, social & emotional.
Water/paint and brushes	– This is a good activity to do outdoor. Using the water and brushes you could make marks by writing the letters of your name/practice some letter formation using the read write ink like we do in school /number formation. You could even pretend to be a painter by painting the walls in your garden with the water. – This can lead to talking about different occupations what does a firefighter do? What would you like to be when you are older? This creates an opportunity for some role-play fun!	– Expressive arts and design – Physical development – Communication and language

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Lego/duplo bricks	– With the lego/duplo bricks you could build towers. Talk about who has the tallest tower, how many bricks did you use to make your tower? Can you write the number on a piece of paper to make a note of how many bricks were needed to make a tall tower? How many green bricks? How many yellow bricks? Etc – Build with a purpose – could you make a stable for your toy horses? A rocket to help Superman to fly when he special powers run out? The possibilities are endless. – The smaller the bricks are, the more challenging they will be to use. – Talk about the shape and size of the bricks, and make comparisons between different bricks as you build. – You could create a model and ask your child to copy it – can your child work out which bricks they will need and how to join these together? – This activity could lead into exploring measuring. You could measure how tall you and members in your family are by sticking some paper on a wall and using a pencil to make a mark. Another way of doing this is with some string if you lay on the floor and with the help of a grown-up they could use the string from your head to your toes and some scissors to cut the string. Which member of the family is the tallest/shortest from looking at the string? Maybe repeat this activity after a month who has grown? How much have they grown? You could use a ruler or a measuring tape to see.	– Maths – Understand the world – Physical development
Preparing a snack	– What do we need to help us grow? Which foods are good for us? Which foods are not healthy? – Can you make a healthy snack? Talk about the ingredients an research how does the fruit/veg grow? How is bread made? Your child could cut some fruit/veg using a knife with adult support. – Look for mathematical opportunities by counting out ingredients, halving as you cut, weighing and measuring and talking about time as things bake in the oven. – Use lots of verbs 'mixing' 'pouring' 'stirring' 'eating' 'cooking'; many children find these difficult to use. – Talk about the importance of having a healthy body. Why do we need to brush our teeth? Why do we need to exercise? What happens when we exercise? Why does our heart beat faster? This will help your child to understand the importance of being healthy. You could hunt around the house for healthy and unhealthy foods. –	– Physical development – Understanding the world – Maths
Playdough	– You could make some playdough using an online recipe. – Make the activity sensory by adding vanilla extract, orage extract or mint to the dough. – Playdough is excellent to develop fine motor skills. Can you make the letters of your name using the playdough? Make intricate models. – Explore using tools – things such as the end of a pencil, child friendly scissors, a potato masher, etc can all be used to explore texture and pattern. – Dough gym is fun, put some music on and use your fingers and playdough to move to the music. Here is link to give you an idea – https://www.youtube.com/watch?v=o9D5lfqZF3o	– Expressive arts & design – Physical development

Books	− Read for pleasure – choose some of your child's favourite stories and share these. Stop and pause at different points, asking 'what will happen next?' 'what is this character doing?' 'Where is the character now?' Talking about settings, characters and events from the story are really important skills to develop. − Begin to use books to explore reading. Can your child find certain words or letters on the page? As their phonics knowledge develops they may be able to read simple words and sentences with a grown-up. − Talk about the pictures – what is happening? Link this to things you may have done at home or experiences you have shared. For example, when reading The Gingerbread Man, you could talk about the things you have baked at home. − Retell the story using your own words – oral story telling is an important skill. You could even do this by dressing up or drawing pictures to make this really interactive and fun.	− Literacy − Communication and language
Art and crafts (pencils, glue, glitter, paints, scissors, tape, paper etc)	− Allow your child to explore – trial and error is a great way to learn. − Model how to use scissors as this can be a tricky skill to develop − Encourage your child to go back and make their work even better – how can we improve it? − Colour mixing to explore how colours can change. − Representing objects by drawing them carefully. It can help if you provide a photo or picture of the objects they are drawing on your phone.	− Expressive art and design − Physical development

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