



FULFEN

Primary School

Leading the way to a brighter future



Remote Learning Plan

updated September 2022

Love of Learning... Encouraging... Adaptable... Determination...

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Foreword

This document has been prepared to provide clarity and transparency for parents about how Fulfen approaches remote learning and the rationale behind the decisions that have been taken.

Through the unstable times since March 2020, Fulfen has considered and prepared for a variety of circumstances, which will be covered in this plan. We are aware that these situations can present many challenges to our pupils and their families and we aim to work closely with families in our community to support them through these difficult times.

We have carefully produced our remote learning strategy and we believe that, during any lockdown or school closure, in providing daily videos from teachers with regular written and verbal feedback, we are maintaining communication with children in the best way possible and that this daily communication is key to maintaining our important relationships with children. By assisting your child to engage regularly, you will be ensuring that their education can continue. Staff are working relentlessly to ensure our remote learning stimulates and engages our pupils and supports their progress in these challenging times. We sincerely hope that parents find that our approach is easy to understand, gives flexibility around work commitments and, ultimately, is valuable for their child to continue their learning. We recognise that remote lessons cannot fully emulate face-to-face teaching and learning, but we are totally committed to providing as high-quality remote learning opportunities as possible.

Home learning lessons will be carefully designed in a clear and straightforward manner to minimise the need for parents to 'take-over' and extra support is provided for those who need it. Our high quality teaching videos include the teaching and modelling of new skills with worked examples where necessary. Open-ended challenges are frequently used in order to give children the freedom to extend their learning.

There will never be a 'one approach fits all' solution, but we feel our remote learning is designed to give families flexibility and support in how they engage with home learning during these difficult times.

We fully appreciate the encouragement and support that parents are giving us at this time and are delighted with the quality of effort put into children's home learning. We are constantly reviewing our practices and encourage parents to contact us should they have any questions at all. We sincerely hope that this academic year will be uninterrupted by Covid-19 and, as always, do our utmost to ensure our community continues to stay safe.

J Malcoln



Remote Education Lead

Circumstance	Remote Learning
<p>The rest of my child's year group is in school and my child is unable to attend school, but is well enough to engage in learning.</p>	<p>If your child is well enough, contact the teacher and work will be sent on an individual basis. This work is a reflection of the work being carried out in class and will provide your child with extra practice of vital skills. This might be a range of tasks to work through for English and Maths as well as some topic based work.</p> <p>Completed work can be sent to teachers via Seesaw. Teachers will be teaching full time, but will endeavour to find time to check and approve completed work.</p> <p>Daily reading, times-tables practice and mental maths skills as well as spelling and handwriting practice (using resources such as: TTRockstars, Numbots, Accelerated Reader, Letterjoin, etc) can also continue while your child is self-isolating.</p> <p>Please note: we do not expect children who are at home ill to complete schoolwork. Children in Early Years will have work communicated to them via Tapestry.</p>

Circumstance	Remote Learning
<p>My child's class or whole year group are not attending school due to a closure.</p> <p>or</p> <p>The school has been closed due to an unforeseen reason (e.g. snow).</p>	<p>Seesaw will be fully utilised in Years 1-6:</p> <ul style="list-style-type: none"> - English, Maths and an extra lesson from another subject will be uploaded to Seesaw on a daily basis by 9am. If your child is well, they will be expected to complete all tasks within 24 hours of it being set. Please inform the school office if your child is unwell and unable to complete their work. - Teachers will provide a morning announcement to outline the day's tasks. - Children should also complete their ongoing activities such as reading, spellings, handwriting and timetables. - If your child receives extra support in class, they may receive tasks which are personal to them from the adult that they work with. - Teachers will be commenting on your child's work on Seesaw. Children should check comments and complete any extra tasks set or correct anything the teacher has asked them to (in the same way that they would in school). - Please be aware that the activities will be fully explained by teachers and that children should (mostly) be able to access and complete them independently. The expectation is that for most children, the onus is on the child to complete their learning each day as teachers will be monitoring the work completed. - We don't expect everything to be completed digitally. Quite often teachers will encourage children to handwrite or draw their responses on paper and upload a clear photograph. <p>Children in Early Years will have their learning communicated via Tapestry.</p>



Ongoing Basic Skills

During remote learning, children would be expected to complete activities set to a high standard and to check their work before submitting it. In addition to this, they should continue with the ongoing practice of their basic skills:

Times Tables practice - (<https://play.ttrockstars.com/auth/school/student/43038>) Children (Y2-Y6) should log in for a few minutes every day and work on their speed and accuracy of their times tables. Look out for competitions set by your teachers!

Basic Number Skills - (<https://play.numbots.com/#/account/school-login/43038>) Children (Y1-Y3) can play games to build their fluency in addition and subtraction.

Reading – Children can continue to read books from home and children in Y2-Y6 can log into Accelerated Reader to take the test in the same way that they would in school. Here is the link for Accelerated Reader - <https://ukhosted81.renlearn.co.uk/2249863> - they will only be able to take the test within school hours. Please allow them to do this independently.

Handwriting – Your child can continue to access Letterjoin at home to practise their handwriting (<https://www.letterjoin.co.uk>) through some fun activities.

Tablet login:

Username: eg8276

Password: Swipe an L shape

Desktop login:

Username: eg8276

Password: home

Please note that this is best used in conjunction with practising writing on paper alongside using the Letterjoin activities.

Phonics Play – (<https://www.phonicsplay.co.uk/>)

Username: 2020Phonics

Password: yellow

Spellings – you can continue to practise spellings from the current spelling book with your child, however please be aware that testing of these will not resume until children return to school.

Alternative, appropriate lists of spellings can be found here: https://www.spellzone.com/word_lists/lists-curriculum.cfm , where there are also games and activities to play.



Supporting your child

We recognise the importance of children having a regular routine as a consistent structure is important for children and will affect their behaviour. During any prolonged closure, the following should help:

- Create a positive environment in which to work;
- Designate a workspace/desk and ensure it is uncluttered, but they have all the stationery they may need;
- Have a clear cut off to signal school work is over;
- Ensure that their workspace is well lit;
- Create and stick to a routine (e.g. have breakfast at the same time each day and ensure they're dressed before starting work)
- Create a timetable - there is a suggested one below;
- Ensure breaks and exercise are included every day.
- If you're struggling, contact school. We're here to help!

Before 9am	Wake up	Eat breakfast, make your bed, clean your teeth and get dressed, ready for the day ahead.
9:00-9:30	Morning Movement	Do some exercise to wake up your brain. Try following some of these: https://www.jumpstartjonny.co.uk/free-stuff https://family.gonoodle.com
9:30-11:00	Learning Time	Check the activities that have been set on Seesaw.
11:00-12:00	Creative Time	Lego, drawing, painting, dancing, listen to music, bake etc.
12:00	Lunch	
12:30-1:00	Chores	Help clear away after lunch. Help with cleaning: a) wipe the kitchen table and the chairs b) wipe all the door handles etc c) ask an adult how else you can help.
1:00-2:30	Learning Time	Complete any activities left on Seesaw. Then choose from: Reading, TT Rockstars, Spellings, Letterjoin or explore Purple Mash.
2:30-3:30	Free Time	You choose! This is when you can play on electronic games.
3:30-4:30	Afternoon Fresh Air	Go for a walk, ride a bike or scooter or play outside.
4:30-5:00	Help in the kitchen	Can you help prepare dinner?
5:00-6:00	Dinner	Sit down as a family. Help clear away afterwards.
6:00 – 7:30	Free Time	Watch TV, play a board game, play cards. Have a shower or bath before bed.
7:30	Bedtime	All children to go to bed.
8:30	Bedtime	Any children who have followed the daily schedule without arguing.



Daily Exercise

It is so important for children to be active every day. Keeping active can have a profound effect on children's mental health and wellbeing as well as keeping them fit, strong and ready to learn! We advise that you try and get outside on a daily basis. Although, at certain times of the year, the weather makes it much harder to exercise whilst outside. Therefore, we have a list of suggested websites you can visit to help keep your child active:

EYFS and KS1

GENERAL FITNESS:

(Age 4+) Just dance - <https://youtu.be/ziLHZekbMUo>

(KS1) BBC Supermovers - <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-fit-and-well/zqr67yc>

MIXED SPORTS:

(KS1) Oak academy - <https://classroom.thenational.academy/units/gymnastics-activity-balancing-2202>

GYMNASTICS:

(Age 3-7) https://www.youtube.com/watch?v=PHOxPyLT8_o

THROWING & CATCHING:

(Age 3-7) <https://www.youtube.com/watch?v=WYxnOtyaXUs>

YOGA:

(Age 5-8) Cosmic kids - <https://www.youtube.com/watch?v=uAudUwZ41M4>

KS2

GENERAL FITNESS:

The body coach TV (Joe Wicks) - <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Go Noodle (free to sign up) - <https://www.gonoodle.com/>

Jump start Johnny - <https://www.jumpstartjonny.co.uk/home> <https://www.youtube.com/watch?v=IDuWSTyM8RA&t=60s>

BBC Supermovers - <https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q>

Just Dance - https://www.youtube.com/watch?v=gVfgTw_W_JY

Physical Challenges - <https://www.youtube.com/watch?v=2daHgdjx6dw>

9 things to do with a (various ideas to keep fit with different equipment)- <https://www.acceleratelearningservices.co.uk/you-tube-videos/>

Get kids moving (different themed workouts for example Star Wars and Harry Potter)-<https://www.youtube.com/channel/UCokO71NW3TgndaSNyHlqwtQ>

MIXED SPORTS:

Oak academy - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/physical-education>

BALL SKILLS:

Catching tricks - <https://www.youtube.com/watch?v=C123oKZZHjk&t=27s>

Learning to juggle - <https://www.youtube.com/watch?v=WofBXwo9ypA&t=24s>

CRICKET:

Fielding - <https://www.youtube.com/watch?v=J9EGTYdl7Es>



Scoring - https://www.youtube.com/watch?v=SZX_v2HOH2o

Our Digital Learning Platforms

Seesaw

For children in years 1 to 6, we are using **Seesaw** for our home learning.

If your child is at home and the rest of the year group are in school, they are welcome to send in their work (from the list on the school website) to the teacher via Seesaw.

If a class, year group or the school is closed to most pupils, then all work will be set on Seesaw.

Seesaw is a platform that allows us to send pre-recorded videos out to classes and individuals as well as set a variety of types of interactive activities. Teachers will also be reading stories to their classes via the Seesaw platform. Children can easily submit their work each day and can also create new posts should they wish to show the teacher anything extra or ask a question. The use of Seesaw allows teachers to give timely feedback to children, praising their efforts or asking them questions to embed or stretch their learning. Teachers are able to review learning on a daily basis, giving feedback and offering extra help where needed.

Seesaw is user-friendly for children of all ages and help videos on starting to use Seesaw can be found here: <http://www.fulfen.staffs.sch.uk/page/seesaw-help/65266>.

Tapestry

Children in Early Years are using **Tapestry**, which is the platform they normally use to communicate with parents.

Tapestry is an easy to use and secure online application. It enables staff to set different types of interactive activities for Nursery and Reception aged children. Pre-recorded videos and other files are uploaded each day to support children (and their parents) with home learning across all seven areas of the EYFS curriculum. Staff take turns to share stories, rhymes and songs.

Parents can support their child to complete the activities set and submit work for them in either video or picture format. Staff respond with written comments or give verbal feedback to children via video messages on a daily basis. All of the work submitted forms part of a child's individual online learning journal and will be added to by staff once children return to school and home learning ceases. Parents will be able to download and keep the personal journal created for their child at the end of this academic year.



Recorded Lessons

During prolonged lockdowns / closures, we have decided to prioritise video lessons as opposed to 'live' lessons. Our recorded lessons feature video recordings to support learning for pupils that are planned, scripted and filmed by class teachers. This allows teaching content to be personal to our pupils, supporting of both the teaching sequences and the expectations that children would follow in school and for our content to be of a high-quality to support remote learning.

We are aware that all our families are in different situations and believe that recorded videos are more flexible around parent work commitments. Pre-recorded videos can be also be paused and reviewed, which enables children to work at their own pace and they they can be viewed on practically any digital device.

The other benefit is that where devices are being shared in a family, pupils can access resources separately and at a time that suits them.

Engagement

Seesaw allows us to monitor engagement in each lesson by individual children. Whilst a class, year group or the whole school is closed to most pupils, parents will be contacted directly if there appears to be limited or no engagement in home learning. This will be a supportive conversation to see how we can encourage families to engage in learning so that further learning time is not lost and to see if there are additional ways school may be able to assist you or your child. School will also want to know that your family are keeping safe and well during the on-going pandemic.



Remote Education FAQ

Question:	Our answer:
What will my child be learning at home?	We teach the same curriculum remotely as we do in school.
How long should my child be working each day?	In Key Stage 1, children are advised to complete 3 hours of work per day. In Key Stage 2, children are advised to complete 4 hours of work per day. These are minimum expectations from the government.
How much work should my child complete each day.	Each day, English, maths and another subject will be sent as activities for your child. All of these are expected to be completed as it is important that your child receives a broad and balanced curriculum. This learning is further supported by children working on their basic skills such as reading, spellings, mental maths and handwriting. If children aren't completing the required amount of work, teachers will contact families to offer support.
How will my child access their learning?	Children in Early Years will be using Tapestry and children in Years 1-6 will be using Seesaw to access all their learning.
If my child does not have digital access, how will you support them?	We can offer advice for any technical issues. If necessary, paper packs of work can be sent home, but we would avoid this if possible as the use of our online platforms really enhances 'at home' learning as regular feedback can be given.
Why aren't you doing live lessons?	We have found that pre-recorded videos more flexible around parent work commitments, they can be paused and reviewed, which enables children to work at their own pace and they can be viewed on any digital device. The other benefit is that where devices are being shared, pupils can access resources separately and at a time that suits them. Work appropriate to individual children can be sent out and teachers give timely feedback to support children.
Will my child's work be marked?	Work on Seesaw will be reviewed by teachers and encouragement, feedback with development points as necessary will be given via Seesaw.
How will you support my child who has special educational needs?	If your child has specific extra support in school, they will be set intervention tasks by the adult they normally work with to ensure that their education continues as it would have in school.



7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

(from Education Endowment Foundation)



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