

REMOTE LEARNING (ADDENDUM TO THE TEACHING AND LEARNING POLICY)

Statement of intent

At Rosehill Methodist Academy, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Learning

KS1 & KS2

All year groups will set be weekly home learning tasks in a grid format. The tasks will be a combination of high quality learning opportunities to include:

- Daily physical exercise (20mins) – for example join in with Joe Wicks PE Coach on You Tube
- Daily reading
- Daily number facts practice
- Daily Abacus activity set on Activelearn
- Spelling, Punctuation Grammar – At least one unit per week (Activelearn Bug Club or something similar)
- Writing – At least one piece per week, e.g. write a set of instructions to make a healthy snack
- Challenge – Learn to tell the time
- Weekly challenge – an open-ended maths task.
- Topic challenges – to include research, model making, poster design, etc.
- Outdoor learning, mindfulness and wellbeing activities.

Pupils to present learning in home learning book provided on last day of school. Knowledge mats and other learning aids are to be made available on Class Dojos and academy website to support learning.

Where websites are used, teachers will ensure these are appropriate and free to use for parents/ pupils. Teachers will send out logins and passwords where necessary.

Pupils are expected to complete work set daily within school hours (9am and 3.20pm). There is an expectation that children have regular breaks in the morning, afternoon and at lunchtime.

EYFS

The children in Nursery and Reception will be set some weekly fun activities to do, centred around the Development Matters Framework. These will include:

- Listening to stories recorded by our EYFS staff.
- Fine motor / handwriting practice activities.
- Daily Reading on Phonics Bug (Reception).
- Daily White Rose Maths activities.
- Challenge activities – including a shape hunt, making minibeasts, masks etc....
- Daily physical exercise – join in with Joe Wicks PE coach on You Tube.
- Phonics activities – practise letter sounds and high-frequency words.

Children were all provided with a scrapbook and pencil to record in. EYFS children are encouraged to spend 10-15 minutes on 4 of the above activities per day, within school hours (9am and 3.10pm).

We encourage parents to upload evidence of children's learning onto our online assessment and observational tool - Tapestry. EYFS staff give daily feedback to any uploads.

Communication

The main source of communication between teacher and parent/ pupil will be through the use of Class Dojo. Homework will be set on the class stories and parents/ pupils will be able to upload evidence of their learning to their online portfolios.

- Teachers will be expected to approve posts for portfolios, provide feedback where necessary and award dojos for the completion of work.
- Teachers will also be required to respond to any communication from parents via dojos within the working day.
- If additional work is requested, this must be provided within reason.

Where parents are unable to access Class Dojos, homework will be posted on the relevant year group pages on the website.

Any important whole school changes will be communicated via text and the academy website.