



St. George's Primary School, Portland

Teaching and Learning Policy Covid-19

Online Teaching and Learning Information in response to possible school closure Covid 19 for parents, pupils and staff:

INTENT: This policy has been written to outline **St. George's Primary School's** intention to support Teaching and Learning **should** the school having to close during a regional spike in the Covid-19 pandemic. It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching. The challenge is to ensure pupils are still able to access work at home whilst school is shut. At St. George's Primary School, staff will sequence learning into chunks which are planned carefully. Work will be regularly revisited and retrieved to ensure that it 'sticks' in the long-term memory and is transferable to different concepts and ideas and supports new learning. With this right comes shared responsibility.

The main aims of remote learning at St. George's are to:

- Keep the minds of our children active and happy, ready to return to school↔ and engage with learning when the time comes.
- Ensure regular contact with all children and families.

These are unprecedented times. Schools may have to close again to the majority of pupils for the foreseeable future and this policy is about ensuring a shared understanding and agreement of what remote learning will look like for children at St. George's Primary, Portland.

We uphold our school motto in our ethos:

- **Inspire** by linking together – between staff, pupils, parents and the community via an on-line platform, our website and emails
- **Believe** that we are stronger together – working together towards a common goal, providing distance learning as best we can whilst school is closed
- **Achieve** – being open, respectful and showing kindness and extending this throughout our community

We aim to provide an inclusive curriculum that ensures every individual has high expectations of themselves and others. Pupils will be taught explicitly about the local area and its rich heritage with strong community links.

Taking care of our own physical and mental health as teachers is absolutely crucial at this time as it is for our children and their parents/carers. The expectations of all teachers at school will be outlined below and such an outline may change over time as developments unfold. Teachers working at home can only carry out a reasonable workload and this is negotiated with staff on an individual basis with the Headteacher, Deputy Head and SLT. Some only work part time, some will have young children or other relatives to care for, some will have partners who are working as a key worker fighting the virus at the front line or a in a key service, some may even be unwell or have someone in their family who is unwell. Work demands will be continually evaluated and discussed with teachers to ensure mental health and well-being is prioritised during this difficult period.

Our aims during COVID-19 closure:



1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed
2. To support all stakeholders during the pandemic and uphold our open-door policy remotely. Signpost health and well-being resources and guidance to look after peoples' mental health and well-being
3. To provide an on-line education using Class Dojo as the main resource; pupils are set work by their class teacher planned from the National Curriculum
4. To provide alternative work for families not on-line or with limited access (or no access) to IT devices – work packs
5. To encourage diversity whilst social distancing by offering advice and suggestions, for example daily exercise
6. To provide feedback on work completed through Class Dojo

IMPLEMENT: Remote Planning of the Curriculum:

Staff plan work for pupils by adapting school's current curriculum. Work is in line with the National Curriculum but may need adapting to make it accessible remotely. St. George's Primary School acknowledges that not all work will be completed at home, as we need to consider health and well-being and other family commitments. Therefore, staff will prioritise work to ensure pupils have access to a range of work but especially basic skills. Staff will encourage reading daily and younger children will be persuaded to complete phonic lessons via a platform like Ruth Miskin resources and read the RML books free via Oxford Owl.

The normal curriculum and normal teaching activities have been suspended, although teachers should be supporting parents with home learning ideas. Not all of our pupils will be able to access all the learning due to technology constraints, other children in the household, illness, family commitments and work commitments. Many children will not work for their parents in the same way as they work in school. We must not expect parents to be teachers, especially in anxious times. It must be made clear to parents and teachers alike to 'do what they can'. Not all pupils will be carrying out school work on a daily basis and we do not expect this at this time. All children have been issued with home learning pack via Class Dojo.

Weekly ideas will be put on Class Dojo and class learning pages on the school website.

- In Years 2 - 6 this will consist of: Maths, English (including phonics) activities. Topic which includes Science and PE every week and one other area of the curriculum
- In Year 1 this will consist of: a weekly Phonic focus, Handwriting focus, Maths focus, topic theme with associated English, Science and other foundation subjects, plus some suggestions for PE
- In EYFS this will consist of: Phonics and Reading, sentence writing and spelling, Maths, Handwriting, Creative/practical activities based around our topic. Plus, links to websites to support other areas such as P.E. and mindfulness. Also liaison will continue via the 'Tapestry' platform.
- Responding to parents via Class Dojo will be no more than 2/3 times a week to protect teacher work load and contact will not be made after 5pm unless it is a matter of urgency and not in school holidays e.g. over the holidays or half term breaks.
- Some parents will be undertaking these activities daily. Some will not be able to. We would like parents as a minimum to engage with this learning at least once a week and communicate with us via Class Dojo. Class teachers will let the Headteacher know if a family has not made contact over a week and then the SLT will call.
- Tasks that do not need the internet or a device such as a laptop or tablet to access them are preferable, as some children and families will not have internet access or more than one device to use.



- Work and tasks should suit the age range and capabilities of the children and expected outcomes should be flexible. Try to set tasks that all pupils can complete to some degree of success, with an extension/stretching task for some to access or challenge activities available on request.
- It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.
- Learning that can be done in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, suggest how these could be broken down.
- Many children need a lot of guidance when working and cannot be left for long periods of time to complete complex tasks. We should suggest activities that children can complete on their own. Parental feedback supports this and **Purple Mash** has been noted as meeting both the needs of children and parents, so is a good learning tool. We must recognise that many parents are also trying to work from home, and parents might struggle to assist with schoolwork for a number of reasons. **Parents cannot be expected to become teachers. We do not want to add to their stress levels and anxiety at this difficult time.**
- We will also provide learning that we believe will help children as they return to school e.g. handwriting practise, letter and number formation work, maths fluency; things to practise rather than new learning.
- Some parents will be more-able than others in supporting their child and some parents may have more than one child who needs to complete work at home. Some families are key worker families and some families are trying to juggle life and many challenges at present. We recognise this as a school. Activities are by no means compulsory.
- Teachers cannot be expected to mark learning. If they want to offer a suggestion as a development point, this will be a result of their own teacher discretion and knowledge of the child. It is not a school expectation.

Optimum Learning Environment: Whilst being advised to 'stay home, save lives' the optimum learning environment has to be adapted. Where possible, we encourage pupils to work for chunks of time appropriate to age. There should be opportunities to take breaks and do other activities throughout the day. Where possible, work in a quiet place in the house free from loud music and interruptions. When working at a screen it is best to sit at a table if possible.

Examples of other learning include:

- Go for a walk and play a game <https://www.verywellfamily.com/liven-up-a-hike-or-stroll-with-walking-games-1257390>
- If you have a garden get digging
- Read or share a book
- Cook something as a family for example make some bread
- Play a board game
- If you have the tools, knit, sew or crochet
- Play a boardgame
- Look at the stars
- Use junk to make a model
- Draw, paint, write

The list is endless and there are millions of ideas on-line. Well-being activities: Teachers will set or signpost children to a well-being activity each week. Again, the web has lots of great ideas including this site:

<https://positivepsychology.com/mindfulness-for-children-kids-activities/>

It is more important to support pupils to keep reading, and to make learning fun, than to issue very formal school work

Information for specific year groups: weekly work will go live on Dojo on a Monday morning

- **EYFS Pupils** - In EYFS need regular small chunks of 'formal' learning time. This is when parents would ask them to sit and complete a task. Teachers will set interactive tasks that do not require long periods of time



working on-line. A phonics resource will be adopted and details will be sent to parents so that pupils are encouraged to complete a daily on-line phonics lesson <https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/> . Learning through play is vital at this age so encouraging Art, exploring nature, dressing up, using lego, reading, counting money, looking for shapes, board games, jigsaws, the list is endless. <https://www.oxfordowl.co.uk/>

- **Year 1** - In Year 1 we would encourage pupils to access phonics lessons on-line and concentrate on Phase 2 and 3 sounds. Pupils will be set daily work at home and we encourage this to be done at your own pace. Pupils in Year 1 should continue to read daily: <https://www.oxfordowl.co.uk/>. Learning through play is still important and we would encourage you to allow time for extra activities throughout the day.
- **Year 2/3/4** - Pupils in Year 2 and 3 should complete on-line learning again, at their own pace ensuring there are regular breaks. Allow daily time for reading and encourage writing at every opportunity! Practicing times tables and developing quick recall will help them in all Maths as they move through the school. Learning through other activities, other than on-line, is just as important.
- **Year 5/6** - By this age, pupils should be able to sustain concentration for longer. They would be able to complete many of the on-line tasks. They should be able to, with some support, organise their own learning. Again, daily reading is important and encouraging writing. Most pupils should be able to recall their times tables quickly but it is still important to maintain fast recall. Other activities are just as important. Learning skills such as cooking and ironing will support them in later life. At this age, pupils may be more anxious about the current situation and should be given time to talk through concerns and given activities to maintain good mental health.

IMPACT:

- Teachers will not live-stream lessons from their homes, nor engage in any video-calling. These sessions are not desirable for primary children as the teacher-pupil interaction is not easily replicated.
- If teachers upload a video onto Class Dojo to support in home learning they will undertake these videos in an appropriate room having considered their surroundings.
- Teachers and parents will be concerned about standards. It is not possible to maintain standards for all pupils when some will be at home with varying levels of access to school work, others will be attending school but without access to full timetable provision, and when many will be anxious or unwell. Further assessment guidance, both internally and externally, will be adopted based on the guidance at the time of lockdown from the 'Department for Education' (DFE) and the Standards and Testing Agency (STA) . **We will assess our children up to the point school closed and expect there to be a dip due to school closure.**
- Teachers are not expected to prepare bespoke lessons, nor provide individual support for every pupil. You are expected to be available by email or Class Dojo to respond to family queries, the school must ensure parents/carers and pupils have reasonable expectations of the speed with which you can respond, and the amount of time they message you each day about individual children. Our aim is to keep the Class Dojo momentum going whilst ensuring workload for teachers is manageable.
- Communication by teachers to pupils and parents will only be made through official outlets such as Class Dojo, email and the website. Personal emails or numbers will not be used and teachers are advised to refrain from communicating outside of school hours unless totally necessary. Teachers should respond to any work put on Class Dojo by pupils but at a time that is convenient and manageable. Teachers can respond to work by rewarding children with 'Dojo' points which can be motivational to the children.

Vulnerable children and families The Head, Deputy and SEND teachers who are also the designated safeguarding leads are contacting vulnerable pupils weekly when the children are not at school.



Should they not be able to communicate with the vulnerable family then a risk assessment followed by a referral to 'Chesil Family Partnership' will be completed by the DSL within a 48 hour period, further involvement will be notified to the school attached Education Psychologist. Children on child protection and child in needs plans or those with an EHC plan will be encouraged to continue to attend school with key workers.

Our 'Family Parent Liaison Officer' will make phone calls to specific children and families and this nurture will be supported by the ELSA Team and in addition to the above and on a rota system in school time. Teachers may also contact some of their families by telephone from school if deemed appropriate and when other forms of communication have not been successful.

If a safeguarding call needs to be made by a DSL from home, 141 must be pressed to withhold the telephone number or a school mobile used. Staff will continue to use 'My Concern' to record any safeguarding incidents or concerns. Staff will consider the online safety policy at all times. Chris Britton will continue to provide technical support at this time and can be contacted by email or telephone. Staff can access secure systems from home and if not this should be reported to Chris Britton at their earliest convenience.

Celebrating Success - Just as we do in school, it is important that we celebrate success. Teachers will feedback to pupils on Class Dojo when possible and give out the Dojo points as rewards for effort and attainment. We encourage sharing on-line work and other learning as defined in this policy. Parents are encouraged to share on their child's Class Dojo Portfolio or send this to school via office@stgeorgesportland.dorset.sch.uk. The school web-site will showcase all the excellent work being completed including other learning on individual year group pages. <http://stgeorgesportland.dorset.sch.uk> .

Headteacher's Awards will be sent and shared each Friday by email for remote learning achievements and celebrated on our web-site.

Community - in the event a family cannot access online learning the school will endeavour to provide resources and support. If this is not possible then a weekly pack of work will be provided by the class teacher to support curriculum learning. Parents will need to complete a form to indicate that they have no means of internet facilities at home and these names will be put on a register kept by the school office, SLT and class teachers will be given names of children that may be in this group from their class. In the event of another lockdown the class teacher will then ensure work is provided weekly as a 'learning pack' for the parent or a family representative to collect from the school on the Monday morning.

The staff and leadership of St. George's Primary School understand the importance of working with our community at this time. We will be exploring opportunities to offer support and celebrate our school as part of the St. George's Primary School community.

The following websites are regularly by school and we would recommend to parents to use them for distance learning if we had to close.

The companies below offered a FREE subscription or reduced subscriptions in the previous lockdown and are ones that could be easily suggested to parents to use. Members of staff need to share such notifications so to provide up-to-date information and resources to the pupils and parents:

- Twinkl is offered access to all Twinkl resources with a One Month Ultimate Membership (which was extended throughout the period) totally free of charge to every parent/carer so pupils can have access to high-quality learning during any periods of disruption. Setting this up was really easy to do - www.twinkl.co.uk/offer and entered the code UKTWINKLHELPS



- Nessy is offered 8 weeks of free access to reading and spelling activities for children aged 5-13.
www.nessy.com/free-trial/signup
- Busy Things : offered £1 for a month subscription www.busythings.co.uk
- White Rose Maths: Early Years, Year 1 - Year 6 (and even KS3 resources) home learning packs were available
<https://whiterosemaths.com/homelearning>
- PE with Joe Wicks – Daily PE session for 30 minutes -
https://www.youtube.com/playlist?list=PLyCLOpd4VxBsYwx1a3RXMoAuJp1MAVG_O

School Subscribed Learning Platforms:

The school also subscribes to many online learning platforms and parents need to be reminded of their availability as when measured following the lockdown from March 2020 the usage at home of these was very limited despite being on the website and advertised on year group pages to parents and pupils:

- Mathletics – usernames and log in details in reading record books
- TimesTable Rockstars – usernames and log in details in reading record books
- Accelerated Reader – usernames and log in details in reading record books
- Charanga (Music) – usernames and log in details in reading record books
- PhonicsPlay - username and log in
- Year 6 – Read Theory – usernames and log in details in reading record books
- Purple Mash – usernames and log in details in reading record books

Recommended learning platforms –

- Oak National Academy – <https://www.thenational.academy/>
- BBC Teach - <https://www.bbc.co.uk/teach>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize>
- Ruth Miskin - https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ
<https://www.ruthmiskin.com/en/find-out-more/parents/>
- Oxford Reading - <https://home.oxfordowl.co.uk/>
<https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/>