

QUARRY HILL ACADEMY



ONLINE LEARNING POLICY

Approved by Full Governing Body: November 2020
Next Review: September 2021

Online Learning Policy

Introduction

This document, created in 2020, sets out our basic philosophy and teaching aims for distance and online learning. It is our aim to ensure that every child has equal access to a varied curriculum, especially if circumstances lead to a period of home learning. Children will continue to be given a variety of tasks, appropriate materials and support, designed to reflect the core teaching children would ordinarily receive in school. Daily Lessons will be offered live via Teams, enabling children to engage and interact with adults in their class and peers.

Roles and Responsibilities

Class teachers take responsibility for setting and monitoring tasks during a period of home-learning. Class trackers will be completed daily, indicating attendance to live lessons and completion of tasks set each day. Class teachers will ensure that every child has the required access to online platforms (e.g. usernames and passwords) in order for remote learning to be successful and of value.

The expectation is that work will be administered and marked on a daily basis, with staff giving positive comments and also direction for the children to progress through the curriculum. This may be in the form of setting a more challenging task, or through the teacher using questions to clarify understanding.

Assessment during distance learning

Teachers will continue to assess engagement and progress of children during distance learning. Through engagement trackers, teachers will be able to assess which children are completing tasks and then address the issues behind why children are not engaging. It may be that children are struggling with the difficulty of what is being taught, in which case teachers can adapt the tasks being set for certain children (especially those with SEN).

Contact with families

Regular contact will be made with families to ensure the wellbeing of both children and adults. During this time, children's engagement with remote learning will be discussed as well as further support that could be put in place. Particularly for younger pupils, it may be that families need extra support when accessing our curriculum from home.

Parent workshops will also be offered in the event of a lockdown - enabling parents to understand key strategies used to teach subjects such as Maths and Phonics. These workshops will be held alongside the pupils, encouraging our children to coach their

parents in the methods and approaches that they are familiar with.

Online resources

There is a wide range of online platforms for our pupils to access whilst working at home. Below is an explanation of how staff at Quarry Hill Academy will use them to maximise the exposure the children have to our bespoke curriculum whilst distance learning. For those children who are not able to access online resources, an offer will be made to families to borrow a device from school. We also offer opportunities for broadband in the guise of wi-fi codes or additional SIM cards. In the very rare circumstance, where a child is not able to access our online provision, printed resources could be organised by the class teacher so that the child has the same opportunities to progress as their peers.

1. TEAMS

This platform enables all pupils and staff to gather and meet remotely regularly enabling open communication between pupils and staff and key interaction between pupils.

Live lessons will be conducted for Maths, English, PE and Guided Reading daily with a clear timetable for each year group. Tasks and lessons will be introduced during the live lessons and then children will be given time to complete the work set remotely. Once completed, the work is submitted for adults to mark and comment upon. The class chat facility enables pupils to request support if they are struggling with a task or have a question. This is monitored throughout the day and support offered.

Playtime and lunchtime chats are also enabled giving pupils a chance to socialise with their peers and keep in touch.

Assemblies are also held via this platform with Star of the Week Assemblies held weekly, providing an opportunity for staff to publicly celebrate individuals in their class who have been consistent and hard working.

Phonics groups are also taught through this platform in small groups enabling children to continue practicing phonics as if we were in school. This is led by two adults and all participants are encouraged to actively participate, practising their sounds and blends.

Interventions are also run alongside the daily timetable offering small groups of pupils, opportunities to be re-taught key core skills in Number, Reading and Writing. These are invitation only and are led by two members of staff.

2. Purple Mash

This platform is a cross-curricular website for both nursery and primary school children. This platform is used predominantly by Early Years and Year 1. It enables children to explore and enhance their knowledge in a fun and creative way. Teachers are able to set pre-prepared daily tasks (2Dos) for subjects spanning the curriculum, as well as uploading personalised tasks that reflect the quality provision in school.

The children are familiar with this platform as it is used to support our ICT curriculum, as well as being used to set weekly homework tasks throughout the academic year.

Staff are able to give detailed feedback for children, as well as communicating with them via an email function and a shared blog.

3. MyMaths

MyMaths is a resource that is used alongside Maths teaching in school to consolidate learning. It features lessons and tasks specific to year groups and is something that can be used effectively in school and at home. The units build on previous understanding to ensure that knowledge is developed incrementally and that there is cohesion across year groups.

Children are able to rate their understanding of a concept, giving them an opportunity to self-assess independently.

Staff are able to set certain tasks for specific children and give feedback once those tasks have been completed.

4. SATS companion/ Mirodo

SATS companion is a platform for Mathematics for upper Key Stage 2 and Mirodo is for lower Key Stage 2. It enables children to access specifically targeted mathematical tasks. These tasks are marked instantly and feedback is given. The platform can also help to build children's confidence as it tailors the questions based on how well a child is doing - making the questions easier or harder as appropriate. Alongside the other platforms, teachers may choose to set maths tasks on here when learning from home. The children are familiar with this platform as it is the platform that they use weekly to complete their maths homework. SATs Companion is particularly useful for parents and children to see the types of questions that are likely to appear in end of KS2 SATs papers.

5. Tapestry

Teachers will pre-record videos to support children's learning in the core subjects: Literacy, Maths and Understanding of the world. Reception children will then be able to upload tasks and work on this platform which will be monitored and responded to daily. Responses can be made in the form of 'Sticky Notes' where parents can leave a comment about discussions that they may have had with their child, Video observations or photo observations.

All of these observations would be used to support their Learning Journal outcomes for the end of the academic year.

6. TTRockstars

TTRockstars is a programme to encourage the daily practice of times tables. It is a highly engaging platform by which children are able to earn 'coins' for their successful times tables recall. Not only does it support the correct recall of times tables, children are encouraged to improve their speed of recall with class, school and local league tables. Staff are able to set certain multiplication tables for different children and can monitor their progress too.

Regular competitions are set between classes, schools within the Trust and across the Local Authority to battle against each other creating an incentive to practice speed of mental recall in a fun, engaging way.

This website also supports children in being familiar with the format of the Multiplication Table Check administered for Year 4 pupils.

7. Spelling Shed

Spelling Shed provides a whole-school spelling curriculum which gives 100% coverage of the National Curriculum. Children are able to play games to practise their spellings, whilst teachers can set and monitor homework tasks (e.g. weekly spelling lists).

The platform can provide targeted practice for specific children and can be used to successfully monitor progress during periods of distance learning.

8. Method Maths

Used specifically for Year 6 pupils, Method Maths exposes children to previous SATs questions for them to practise. The website allows students to complete past papers or they can access questions that link to the topics they are studying in school. Staff can set specific papers and monitor progress.

9. Scholastic Reading Pro

For those children who do not have access to reading books at home, or who would normally rely on the school/local library, Scholastic Reading Pro provides them with a range of fiction and non-fiction texts to read. The children are also able to assess their understanding with quizzes focusing on all assessment areas for reading. Staff are able to monitor the amount that children are reading, as well as assessing their answers to questions relating to the text.

10. YouTube

During periods of distance learning, staff frequently use YouTube to upload tasks for their classes, introduce new content and model questions that have been problematic on the other platforms. YouTube provides a link between home and school and the personalised videos from teachers provide familiarity for all children.

11. Twitter

Each teacher has a professional Twitter account as another means to communicate tasks to children and to celebrate the work that has been completed on other platforms. It is also a way of promoting cross-curricular activities - especially PE - and collaborative learning even when remote learning.

12. Class pages (website)

Each class has a class page on our school website. All timetables for remote learning will be displayed here as well as a guidance in how to use the different platforms for our parents.

During a period of closure, predominantly for EYFS year groups, weekly timetabled activities and tasks will be uploaded to these pages for children to work through. All activities completed can be added to Tapestry.

Individual isolation - remote learning offer:

In the event of a bubble closure the above strategies and online learning will be implemented with immediate effect. However, in the event of an individual pupil isolating the following procedures will be adhered to:

For the first day, there will be a bank of work ready for the child to complete to consolidate key skills.

This work will be available on the number of different platforms each child has a login for - Purple Mash, SATs Companion or Mirodo, TT Rockstars, Mymaths, Spelling Shed, Scholastic Reading Pro and Twitter and Youtube videos.

Reception

We aim to use Purple Mash - setting 2Dos that align to what is occurring in the classroom and our curriculum. This work will be marked daily. Please ensure this is completed every day of your child's isolation - as long as they are well enough to do so.

Parents can also use Tapestry to upload any photos or videos of what their child has been learning at home.

Year 1

Year 1 will use Microsoft Teams - setting assignments that align with what is occurring in the classroom and our curriculum. This work will be marked daily and next steps given to encourage challenge and progress. Tasks set will align with the current curriculum that is being taught within the setting.

Year 2 Upwards

Year 2 will use Microsoft Teams - video calling the isolating child to allow them to be a part of what is occurring live within the classroom. Exposition of each lesson will be live from the classroom and an opportunity will be given to ensure the individual is clear about the task and able to complete work independently. This approach will also ensure that every child's learning is aligned with our curriculum despite any need for isolation. The work set will be marked daily and next steps given, as if the child were in school.

Conclusion

Children's progress and engagement with a wide and varied curriculum will continue to be the focus during potential periods of home learning continuing learning as if we were in school.

Interventions and support will be offered to enable all pupils to make the best progress they can.

Staff will be in constant contact with children throughout any period of remote learning through regular live lessons, phone calls, emails and the setting of tasks designed to challenge pupils, with staff continuously adapting approaches to suit and meet the complex needs of individuals to ensure progress continues for all.