

Brookfield Remote Learning Provision



This remote learning provision aims to ensure consistency of provision across the school. Our home learning provision is based on successful practice during 2020's lockdown, improved through feedback from staff, parents and children. It aims to be manageable for both staff and parents to implement whilst providing meaningful learning and is founded upon ensuring equitable access for all children. This policy outlines provision for three different situations:

- 1) When an individual child needs to self-isolate or quarantine at home.
- 2) When a whole year group bubble needs to self-isolate.
- 3) When the whole school is closed to all children apart from those who are vulnerable or children of critical workers.

For situation 2 and 3, your child must be able to access their google classroom. If you have lost your child's login details, please email their year team who will be able to send it to you. Live sessions will be delivered through google meets and the link will be posted onto the google classroom stream. Please ensure that you have read Brookfield's online learning agreement before accessing these.

If you have any queries about the remote learning, please email the year group email (this is on the termly curriculum letter and will also be on the letter at the front of the home learning pack) and one of the team will respond with answers and suggestions for how to support your child.

When an individual child needs to self-isolate or quarantine at home

Where an individual child is off school because of coronavirus, we do not have the capacity to provide the same curriculum as they would be receiving in school. Once the office has been informed that a child is having to self-isolate or quarantine, they send out a home learning pack. This includes:

- Guidance on how much work to do each day.
- A reminder that children should only be completing work if they are well enough.
- A CGP SPAG workbook
- A CPG maths workbook
- A daily reading expectation
- Suggested additional tasks for the parent to use at their discretion.

The child will bring the pack with them when they return to school to allow the class teacher to assess their progress and engagement, planning next steps to ensure they do not fall behind as a result of the time missed.

When a whole year group bubble needs to self-isolate:

All years have 10 days worth of home learning pre-prepared into photocopied packs. These are sent home with each child as they leave school. Any children who are already absent will be posted the pack. In Years 1-6 they include:

- 2x weekly timetables outlining the day-by-day activities (See appendix 2)
- 10 days of literacy tasks
- A weekly reading comprehension task
- 10 days of maths work utilising White Rose maths plus an optional daily problem solving challenge
- Spelling, handwriting and times table sheets
- A weekly humanities, science, computing, music and art task.
- A daily physical exercise expectation.

By 10am the next day, all of this will have been posted to Google classroom by the year group team alongside online links to support learning. These will include teacher pre-recorded videos and/or Loom videos in order to support daily writing tasks; a link to the relevant White Rose maths videos; links to websites or short films as identified on the weekly overview of learning. Children who are on the SEND register or who are identified as working significantly below the year group expectations will have differentiated work provided using the Google classroom allocation of work tools.

There will be a daily, live register on Google meet at 9am. This will be a maximum of 30 minutes. All children will expect to be visible and in the session there will be a different daily focus:

Day 1: Outline of the week's activities

Day 2: Feedback on literacy focus with guided practice

Day 3: Maths focus, including discussing areas of difficulty in the White Rose maths sheets

Day 4: PHSE and wellbeing focus.

Day 5: Sharing and celebration of work.

Any child who is not present in registration must be called by a member of the year group team. This may be an LSA. If the team have been unable to contact a child by the end of the day, their name will be passed over to the office in order to see if the family answer when it is from a Brookfield number. If this is unsuccessful then the safeguarding lead will be notified.

Children are expected to turn in their main piece of writing on google classroom each week. This will be marked and individual feedback given. Strengths and areas of development identified through this marking will form the focus of Day 2's live session. Children must bring their completed work to school when they return. Depending on the day of the week on which the class return, teachers may choose to continue teaching from the pack resources in class in order to complete the units and address any misconceptions which arose whilst children learnt at home.

Early Years

Children in Reception year will be given a home learning pack to take home. This will include:

- Suggested activities for 10 days of learning and playing together at home
- Letter formation sheets
- Maths worksheets
- Reading books
- Tricky word flashcards

Children in Nursery will be given suggested activities for 10 days of learning and playing together at home.

All of the work will be posted on Google Classroom along with a regular recording of Early Years staff reading a story. Parents are invited to share photos of their children's work and activities during home learning and these will be posted on Google classroom.

When the whole school needs to close:

In each year group, one teacher will be in school leading a bubble class whilst the other will be leading remote learning. The children in school will follow the same work as those at home. The first fortnight will follow the process outlined for a class bubble isolating with parents being given a time slot to come and collect a home-learning pack from school. After this first fortnight, work will continue to be set in fortnightly blocks in order to facilitate manageable collection of home learning packs. When they collect the next block, parents will return the previous block of home learning for staff to review. Children who have not completed the majority of the work or who have clearly struggled will be called by the home learning teacher to discuss why this is. Next steps could include:

- Device or internet support
- Child being allocated differentiated material for the next block
- Additional resources being sent home to support the child with accessing the main learning
- Child being identified as vulnerable and invited into school
- Child being invited to join an on-line intervention/focus group

The live registration and teaching slot will be staggered to make it easier for families with children in multiple year groups to access this:

Y5 & 6: 9am

Y3 & 4: 9.30am

Y1 & 2: 10am

N & R: 10.30am

Children are expected to submit their main piece of weekly writing onto google classroom. The teacher will mark and respond to this. Tuesday's live morning session will be based around the trends identified through this marking. Children are welcome to submit other work as they complete it and the staff working from home will try to acknowledge this, prioritising maths and literacy feedback and trying to ensure equal volume of feedback to all children who submit across the week.

Once remote learning is established, small group and 1:1 interventions will be run by teachers and support staff working from home. These will be tailored to the age and needs of the children. They may include:

- 1:1 reading
- Phonics or spelling
- Maths games and concepts
- Social skills

There will also be a daily story time session at 3pm which is open to all year groups. It is suggested that parents and carers may wish this to mark the end of the day.

Ensuring equitable access

Brookfield has designed this guidance to ensure all children are able to access home learning. This includes:

- Hard copies of all resources provided by the school.
- Differentiated tasks as appropriate.
- A mix of live sessions and pre-recorded videos to make it easier for families to implement home learning within their individual circumstances.
- Ipads or chrome books available to loan to any children without a device.

We will review provision regularly and make improvements based on recommendations from children, staff and parents.

Appendix one – Suggested time to spend daily on home learning

Key Stage 1	
Live session	30 minutes
Reading	15 minutes
Writing	30 minutes
Maths	30 minutes
PE/physical exercise	30 minutes
Foundation subject	30 minutes
Additional tasks	30 minutes (reading comprehension, spelling, handwriting, times tables, live story time)

Key Stage 2	
Live session	30 minutes
Reading	30 minutes
Writing	45 minutes
Maths	45 minutes
PE/physical exercise	30 minutes
Foundation subject	45 minutes
Additional tasks	30 minutes (reading comprehension, spelling, handwriting, times tables, live story time)

Appendix two – Exemplar home learning timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Maths	Complete the fluency tasks on Purple Mash.				
	We are going to be using White Rose Live lessons: https://whiterosemaths.com/homelearning/year-2/ We are going to be using WEEK 4 (Addition and subtraction). Your pack has the worksheets all printed off for this week.				

	White Rose Week 4 lesson 1: <i>Fact Families – addition and subtraction bonds to 20</i>	White Rose Week 4 lesson 2: <i>Check calculations</i>	White Rose Week 4 lesson 3: <i>Compare number sentences</i>	White Rose Week 4 lesson 4: <i>Know your number bonds</i>	White Rose Week 4 lesson 5: <i>Related facts</i>
If you raced through the work sheet, then choose one or two of the reasoning challenges each day to stretch yourself.					
Reading/ Phonics	Read for 15 minutes	Read for 15 minutes	Read for 15 minutes	Read for 15 minutes	Read for 15 minutes
<p>This week’s reading task is based on ‘Goldilocks and the three bears’ Knowing this story really well will help you with this week’s writing so you may want to do this task on Monday or Tuesday. Read along with the video of the story and then answer the questions. You can either print of a paper version or choose the online version and complete the questions in google classroom. https://www.worldbookday.com/videos/goldilocks/</p>					
Writing	<p>Over the next few weeks our writing is going to be based on ‘The Jolly Postman’ by Janet and Allan Ahlberg. https://www.youtube.com/watch?v=gpeo_0yoD0k Watch this reading of it before you start Day 1 of writing. You may want to watch it more than once this week – the more familiar you are with the story and its mail, the more you will get out of the writing.</p>				
	<p>This week we will be focusing on the Jolly Postman’s first delivery. Remind yourself of the story of the 3 bears (there is a link above in the reading comprehension bar) Today you are going to be a teacher! Read Goldilocks’ letter and circle or write down all of the spelling mistakes and write the correct one above it. Next underline Goldilocks’ best sentence. Tell her what makes this sentence so good. Challenge: Choose one of Goldilocks’ sentences to improve and rewrite it. (Hint: You might could add an adjective, uplevel a word or use a conjunction to extend a sentence.)</p>	<p>Create a cartoon strip telling the story of Goldilocks. You can either use the proforma or you can draw your own on blank paper. Add a speech or thought bubble showing how Mummy Bear, Daddy Bear or Baby Bear feels at each point.</p>	<p>Plan a letter from the Bear Family to Goldilocks’ parents. There is a missing letter in <i>The Jolly Postman</i> from Mr and Mrs Bear telling Goldilock’s parents about her terrible behaviour. Use the day 3 planning sheet to decide what they might have written You can use yesterday’s cartoon strip to help you remember the order of events.</p>	<p>Write a letter from the Bear family to Goldilocks’ parents. You can write this straight onto paper. Remember to miss a line so you can go back and make changes. Use the toolkit to help you. Challenge: Once you’ve finished, go back and choose one word and uplevel it for a more powerful one.</p>	<p>Publish your writing Think about what illustrations you might want to include (look at Goldilocks’ letter for ideas) Take a photo of your letter and turn it in on google classroom.</p>

PE	Do at least 30 minutes of exercise every day. This might be playing with a ball in the garden, doing a dance video or following Joe Wick's workouts.
	Every day choose a different subject from below and complete the task
As a scientist	ASE Materials Follow power point slides for tasks and information on how to teach what with your child. There are 5 activities in total, so this can run over two weeks. https://www.ase.org.uk/ase-coronavirus-hub-primary-remote-learning-resources (year 2 materials)
As a computer scientist	Practise typing skills by following the games link on Busy Things (This will be saved on Busy things as a tab at the top): Play Tree keys.
As an artist	Watch video about drawing small objects from the home: https://www.youtube.com/watch?v=w0hUd7q3sQM Draw 5 small objects from around your home (could be toys, food or a little thing from the special drawer with random things in!)
As a geographer	Watch intro video to the continent of Africa https://www.youtube.com/watch?v=Fuc8thqoe1o Create a fact file or poster about the continent of Africa (you can do further research if you like!)
As a musician	Watch: https://www.youtube.com/watch?v=K6DSMZ8b3LE Make up your own song about the continents with your own lyrics!
Want to do something more?	
Special interest	An activity which develops something you are interested in. This could be dancing, cooking, drawing, writing, gardening, designing your own comic...just discuss it with your parent or carer to check that it's ok to do!