**Remote Learning Guidance for Parents and Carers**

Covid 19 requires again that school remain closed to most children and young people. During this time, school will provide a programme of Remote Learning so that children can continue to learn and remain connected to Stanhope Primary.

Remote learning will not replace a normal school day, but it is designed to provide structure and opportunities for purposeful learning. While it is important that your child completes the work set by their teachers, we understand that most parents are not teachers and we do not expect any of our parent to step into this role. The learning that has been set for your child should be able to be completed as independently as possible.

Parents and carers play a very important role in remote learning by helping their child or children plan their time and encouraging, motivating and praising their efforts.

**Daily timetables**

We recognise that most parents/carers are not teachers and have work and many other things they have to do. Children will be able to do the work for that day at a time that best fits in with their household. School will suggest timetables to help support children in organising their learning but they will all understand that different families have different needs and may choose to structure their child’s study in different ways.

**What type of work will be set**?

Work is planned and set by every teacher so that it reflects the curriculum for each age group therefore ensuring that children do not fall behind. Teachers plan work so children move through their curriculum they would be working on if they were in school.

**How much work will my child be expected to do?**

This will depend on how old your child is. Please see below for suggested expectations for the different year groups and the sort of activities.

**Reception**

Short phonics input and opportunity to practise daily.

CLL/Guided/Shared Reading- input and activity daily.

Short maths input and opportunity to practise daily.

Physical activity guidance- daily

Guidance to parents on stories to read to pupils.

 **Year 1**

1 maths activity daily

1 English writing/reading daily

1 daily topic session-geography/history/science/art/RE etc.

Weekly spelling and Grammar

As well as sessions set on Purple Mash, TTRS (Times Tables Rockstars), Mathletics, Reading eggs to supplement Google Classroom,

Stories to read at home

Stories read by class teacher (recorded and on Google Meet)

**Years 2**

Phonics and/or spelling input and opportunity to practise daily

Maths input and opportunity to practise daily

Short writing activities at least 3 times per week

Physical activity guidance

Daily independent reading for 20 minutes (MyOn)

Topic related activity at least once per week

Guidance to parents on stories to read to pupils

**Year 3**

Phonics and/or spelling input and opportunity to practise daily

Maths input and opportunity to practise daily

Short writing activities at least 3 times per week

Comprehension weekly

Arithmetic practise weekly

Daily Times tables practise

Physical activity guidance

Daily independent reading for 20 minutes (MyOn)

Topic related activity at least once per week

Guidance to parents on stories to read to pupils

**Year 4**

Phonics and/or spelling input and opportunity to practise daily

Maths input and opportunity to practise daily

Short writing activities at least 3 times per week

Comprehension weekly

Arithmetic practise weekly

Daily Times tables practise

Physical activity guidance

Daily independent reading for 20 minutes (MyOn)

Topic related activity at least once per week

Guidance to parents on stories to read to pupils

**Years 5**

Topic – RE/Art and Science weekly

Reading within English topic daily

English – writing or sentence level work every day

Maths lesson and task to complete each day

Hit the Button and TTRS encouraged across the week

Daily independent reading MyOn – 20-30 minutes

Maths starters and arithmetic twice a week

Spanish – set fortnightly by external teacher

Physical activity guidance

Year 6

Grammar and spelling input and opportunity to practice daily

Maths input and opportunity to practice daily

TTRS Challenges over the week, set as sessions to be completed

Short writing activities at least 3 times per week plus one longer task

Physical activity guidance and PE Tasks daily

Daily independent reading 2 texts per week (MyOn) with Reading Comprehension tasks attached to the texts

Topic related activity at least once per week

RE, Art, Spanish weekly on a rotating basis.

What about children with Special Educational Needs and Disabilities?

School will carefully pitch the work given to children with SEND so that it best fits their needs. Many tasks will focus upon extending and consolidating learning in a flexible way. If your child has SEND and your are concerned about how they are managing, please make contact with your child’s teacher or SENDCO as they will be happy to help.

Google Meet

There will be the expectation that when your child is invited, they join the Google Meet with their teacher and TA. It is good opportunity for your child to meet the other pupils in their class and has a positive effect on their mental health and well-being.

Other resources

On Stanhope Primary’s website there are links to online resources, eg BBC Bite Size, the use of high quality online resources is encouraged and will be of benefit to your children.

Children’s mental health and well-being

Structure, routine and the sustaining of relationships are important elements in maintaining mental health and well-being. For many children, the sudden withdrawal of school will have been challenging and unnerving. Therefore, it is important that we are able to provide all children with structured learning, albeit in a way that is more flexible and adaptable to different families’ circumstances.

Will work be compulsory?

It is expected that children will complete the work that is set for them. However there will be flexibility in how that work is completed and your child’s teacher will set guidelines of expectations.

**What will happen if work is not completed?**

Where the school is aware that a child is not engaging with the work set, the first concern will always be for the well-being of the child and their family members. School staff will contact you and your child to encourage your child to engage and complete the work and also to explore with parents and carers any barriers to participating with the learning.

If contact cannot be made by telephone, staff will visit the family home.

**What if my child is unwell?**

In the same way that children who are ill are not able to attend school under normal circumstances, children will not be expected to complete the work set until they are better. Parents and carers should let school know that their child is unwell by emailing the class teacher.

**How will teachers let me and my child know how they are doing?**

Work handed in to Google Classroom will be marked online, praise and feedback will be given. Any photographs of written work will be looked at where possible, praise and feedback will also be given. Learning completed via the online learning platforms will be monitored and where possible feedback and praise given.

Keeping learners motivated will be very important, so school will continue to recognise and praise the efforts their children regularly.