Lyndhurst Links

Distant Learning Plan

A Connected Community

Last revised: March 2020
Next review due: March 2022
Policy Owner: Deputy Head, Gina Thomson

Associated Policies & Documents

- Lyndhurst School Subject Policies Policy
- Lyndhurst School Early Years Enjoying and Achieving Policy
- Lyndhurst School Curriculum Policy
- Lyndhurst School SEND Policy
- Lyndhurst School Online Safety Policy
- Lyndhurst School Acceptable Use Agreements
- Lyndhurst School Marking & Feedback Policy
- Lyndhurst School Staff Policy

16/04/2020

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Introduction

There are times in a child's school career where they may need to learn at home for a period due to illness or other circumstances. The Lyndhurst Links, Distant Learning Policy is a guidance to support staff, children and parents when this is required. It contains suggestions and guidelines for online and blended learning. There are a variety of reasons the decision a child must learn at home, such as the following:

- Special educational needs; these could include complex medical needs or a combination of diagnosed needs often resulting in social, emotional or mental health issues if not carefully supported.
- Severe anxiety about attending school which result in school refusal.
- Lifestyle, either due to parental jobs, or a child's other activities.
- A school closure due to extraordinary circumstances.

The following outlines key information that supports teachers and parents in ensuring the impact on a child's educational progress is minimised.

Distant Learning

Distance learning is exactly what it says. Children continuing their education at a distance from their teachers. As the children complete the learning tasks set by the teachers the teachers will endeavour to monitor understanding through online quizzes, providing feedback on learning e.g. documents, film clips, photographs which have been shared with the teacher through either Teams Classroom or Tapestry (Pre-Reception – Year One).

This does present a range of challenges for all of us but equally presents opportunities for the children and families:

- Work flexibly at times that suit them.
- Allows for the intensity of the school day to be eased, with more rest breaks.
- Develop independent learning skills.
- Develop self-regulation & resilience. *

 * In school we encourage the children to embrace "desirable difficulties" and design tasks that push children outside their comfort zone and require them to learn from their mistakes to succeed. This is all part of the Growth Mindset. Parents are requested to encourage their child to accept this and find solutions rather than "give up".

It may be the case that a child does not return to school for a considerable period. As with any skills, if not regularly practised, they become rusty.

For extended school closure Lyndhurst School recognises that there is a need for everyone to pace themselves as in this situation it is a marathon, not a sprint. Distance learning is much harder than teaching with a class in front of the teacher. It will take the teacher much longer to produce a video than to teach a lesson.

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Overcoming barriers

Lyndhurst School recognises that there are many factors which may make distant learning difficult including other siblings and parents working from home and internet access. In addition, for many teachers this will be the first time they use technology to teach.

Often the barrier to using technology is getting online in the first place. Supporting the children and the parents is a crucial step.

Key Principles to Distant Learning

Teachers are encouraged to retool lessons as they were created for a reason, they work. The lessons should follow these guidelines:

1. ***Start with some recap***, ask the children to look at previous learning, to say aloud what they can remember what they did in the previous lesson.
2. ***Introduce things slowly*** with practice after each part. Prevent overloading the children's working memory, chunk a lesson, deliver a small amount at a time. Keep the same sort of structure for all lessons both in classroom and for distant learning. The children need a small amount of input before moving on to the task. The children will need to upload work back to enable the teachers to review and plan what to do next. This is not necessarily 'marking' but it is needed to inform future planning.
3. ***Check*** on how children are getting on and pick up on any misconceptions Microsoft Forms or [Kahoot](#) remotely can be used to support this. These quizzes provide feedback on incorrect answers before beginning a longer task. The results of these quizzes will then be used to plan next steps.
4. ***Give models and scaffolds*** – prepare required resources in advance.
5. ***Review*** how are the children doing, pause and look back at the learning and in the next recap help the children to make the connections.
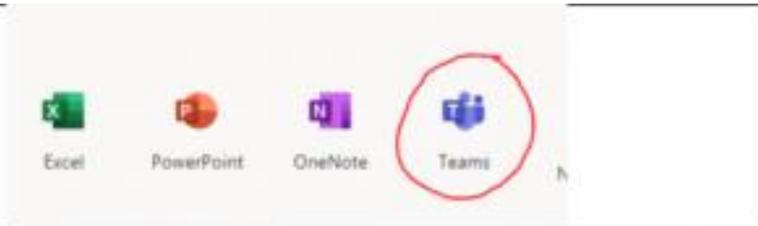
Using technology

Technology provides many opportunities for continuity of high-quality learning; however, it must be recognised it is not without pitfalls and this is not normality for the teachers or children. It also cannot replace the interactivity offered in a classroom. Microsoft Teams will be used to create virtual classrooms and share resources with the children. This will include teachers uploading pre-recorded lessons on Microsoft Teams with instructions.   Children with the support of their parents can access these resources at home.

Office 365 will be utilised, as it provides the children with access to:

- Internal school email
- Microsoft office suite which can then be downloaded for free on to home computers
- Microsoft Teams (more on this below).

This is the only platform all teachers will be using.

Below provides simple step-by-step information on how to access Teams, further support can be found in this introductory clip on Microsoft Teams,.

Click on Teams.	
Click on the Team (Class) you wish to enter.	
Once in the Team Room, you will be able to Converse with others and the teacher Complete and submit assignments Participate in live calls. Note, the teacher acts as the moderator in the room and can mute anyone who disrespects the learning environment in any way.	
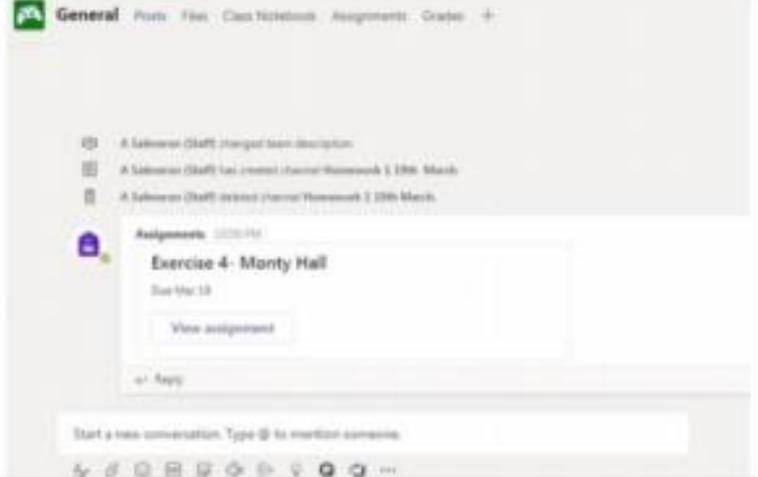
Live Streaming

Live online lessons are not desirable as the teacher-child interaction is not easily replicated and there is limited access within individual households. No teacher is expected to carry out online teaching which they feel uncomfortable with. The Acceptable Use Agreements for Staff, Parents and Children outline that no-one should be completing screen grabs and using images in other forums.

The use of live video lessons will be kept to a minimum for the following reasons:

1. **It's not how we teach** – teachers do not normally talk to the children for hours – carpet time and whole class teaching tend to last for 10-20 minutes age dependent. Teaching pedagogy is more inclusive and participatory. We believe that active learning is much better than passive, trying to teach via a video link supports a more didactic approach to education that is not in line with our vision for learning.
2. **To safeguard** - two-way video conferencing brings the potential for inappropriate behaviour or allegations, whether this is teaching a whole class of 18 children, smaller groups or 1:1 teacher.
3. **Behaviour management** - it is difficult to manage a class of 18 children when they are all live on video but not in the same room as each other. The lack of available behaviour management strategies can have far-reaching impact when normality returns.
4. **Engagement of all** - some children are naturally not as willing to engage due to shyness or embarrassment. A live streamed lesson environment does not provide a level playing field.

One to One Live Streamed Lessons

These sessions will be used for:

- Listening to reading & reviewing phonics knowledge – at least once a week
- Pastoral time with form teacher – at least once a week
- Ad hoc misconception sessions – these will be monitored
- Weekly Parent/Teacher Conferencing

For these lessons to be successful the following must occur:

- Microphones and cameras on devices must be switched off immediately when requested by the teacher
- All lessons must take place in a neutral space with access by adults at home. The background must be neutral.
- Both children and teacher must be appropriately dressed – smart casual with top half of the body covered.
- Screen shots or recording of the lesson must not take place

Pre-record Lessons

Recorded teacher videos will be one of the main tools used for Lyndhurst Links, Distant Learning. These are very effective. However, the school acknowledges that the teachers have had limited experience of recording lessons – both children and parents are asked to be patient, tolerant and respect the staff as they improve their skills. Some of these pre-recorded lessons will include P.E, Drama, and stories.

A variety of tools can be used for this including:

- Powerpoint with audio added to it
- Loom
- Film Clips

Form teachers to arrange the time and add to the weekly timetable

Guide for Pre-recorded lessons

1. **Keep it simple** and concise in order to help the children focus best.
2. **Attention span** - typical attention span is just six minutes, video content should be no longer than 8 minutes in length.
3. **One Objective** - deliver a key objective then deliver the task
4. **Plan in sequences** - this enables flexibility

Non-Computer-based Learning

Lyndhurst School knows that using technology is not always the most effective means for the children to learn by. In addition to learning through using technology other resources will be provided:

- **Home Learning Packs** a combination of methods to deliver these will be used available for printing off or collection from school at staggered times whilst on the way on to the shops and outside, all this will support the current recommended social distancing policy.
- Access to **textbooks and Scholfield & Sims** resources.
- Tasks/activities set by the teachers which do not involve technology except for the initial introduction
- **Physical activities** every day – at least 3 hours with at least 60 minutes of moderate to vigorous activity, spread through the day.

Resources for Home learning

Not having the learner in front of the teacher creates a whole new set of challenges when selecting resources. Teachers need to take into consideration when designing and selecting resources to be tackled independently a different approach is needed. The resources must:

- Provide clear and age appropriate instructions, along with the activity, so that it is accessible for parents.
- Provide scaffolding or graduated tasks so that learners of different abilities* can access the task.
- Provide an idea of how much time pupils should spend on a task or activity.
- Provide links to videos or TV programmes which contextualise or support the learning, much as you would in a whole class lesson
- Use podcasts or voice tutorials posted on the virtual classroom to accompany tasks.
- Assign work that doesn't mean that children will be on the computer for hours at a time; include physical activity.

*Differentiation –

- Bronze (for children who need reinforcement of an area of learning),
- Silver (majority of the children working at the expected level),
- Gold (to extend children further in an area).

Parents are requested to respect the teacher's judgement on this and if they wish to discuss the differentiation please do so away from the children.

Reading

Reading is important because words - spoken and written - are the building blocks of life. If your child does not continue to practise their reading their progress will be minimal. Reading does not just involve an adult listening to a child read a book, it includes a child looking at a book independently even if they are not able to 'read' all the words this will be developing a love for books. All children should be encouraged to read widely and listen to a variety of stories.

Listening to audio stories will be included in the weekly list of tasks from the children's teachers.

Feedback & Rewards

Children will be asked to record or take pictures of themselves doing activities or posting their work so that there is an outcome and enables the teachers to provide feedback and celebrate learning successes.

The teachers will aim to respond to learning shared with them within 48 hours, this is dependent on the teacher's health. All feedback will be a 'feedback sandwich' positive, area for improvement and positive. Feedback will be achieved in a variety of ways including:

- Verbal recorded feedback so that this feels more personal
- Written electronic feedback
- Emoji response
- A generic class response with next steps and future learning adapted to reflect the areas for further development
- Comment in Tapestry (Pre-Reception to Year One)
- Online quizzes

Mark schemes will be provided for work where the children are accustomed to using them such as:

- Daily mental arithmetic tests
- Reasoning books
- Self-Review of written pieces
- Self-reflection of creative work

All these are invaluable learning tools to enable the children to grow independently

Rewards

- Form Teachers recognise children in daily 'Shout Outs'
- Award Merits – insert a merit image, state a merit has been awarded
- Pluses – if a piece of work is outstanding and deserves a Plus teachers will inform Mr Rudkin
- Postcards – to recognise children's social and emotional achievements
- Form Teachers collate photos of work in a fortnightly PowerPoint to celebrate children's work

All children must follow Lyndhurst Code of Conduct and Gold Star Behaviour Rules. (Appendix Seven). Teachers will continue to use the school MIS, HUB to record rewards and sanctions.

The school maintains it behavioural expectations and will promote this through PSCHEE sessions, support from parents, the use of appropriate sanctions such as removing chat option on Doodle Maths. There will be continual re-enforcement of appropriate boundaries.

Online Peer-on-Peer Misbehaviour

- Children or parents must inform their form teacher immediately if there are any concerns about inappropriate behaviour and the school will monitor all incidents closing particularly for online bullying.
- If online bullying is identified the child's login details will be blocked from all school related learning portals until the issue has been resolved.

Parental Involvement

- Not become involved during child's one to one session with a teacher – if you have any queries send these to the teacher after the session
- If you and your child don't understand a task, leave the task and contact the teacher who will be in touch with further explanations
- Avoid becoming too involved in your child's learning – allow them to make mistakes as this is the only way the teachers can assess their learning

Wellbeing

Lyndhurst School believes that wellbeing of all in the Lyndhurst community should be our main priority, the school looks out for each other both in person and virtually.

No child will be taught using technology until both Parent and Child Acceptable Use Agreements have been agreed to.

Everyone needs to be conscious not to overuse technology, ensuring that technology has a positive impact on the children's wellbeing alongside their learning.

Parent Wellbeing

For extended periods of distant learning Lyndhurst School knows there will be a time when parents will reach "the wall", the point at which the parents have just had enough. Supporting distant learning is hard, particularly for parents who are trying to work from home themselves. Lyndhurst School recognises that there is a need to vent and at times the school is an easy target. The school is always open to communication before the need to vent arises. The key to the success of distant learning is parents communicate with the school as soon as there are any niggles.

Everyone will suffer from 'Cabin Fever' and throughout extended distant learning periods the school will send out regular tips on how to support with this. Cabin fever is a real threat, as well as the loss of routine, lack of direct contact with each other and the monotony of another day spent indoors. Alongside this the teachers and parents will have multitude of societal pressures; Lyndhurst School knows all this will build up and have a real impact if the community does not have open honest communication.

Lyndhurst School will send out a fortnightly wellbeing questionnaire for children, parents and staff this is so Senior Leadership can monitor the wellbeing pulse of Lyndhurst community, and to identify individuals who are struggling, along with Weekly Five-Minute Reads.

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Staff Wellbeing

Teaching from home poses a wide range of challenges, both logistical and mental, for the teachers which should not be underestimated. As well as enabling the distant learning some teachers will be in school enabling the opening of the school building for the children of critical workers. The following guidance is to protect the teachers' wellbeing:

- Separate work and play – very important for mental health
- Working Hours – available online from 8:30am – 3pm, teachers will not respond to parents out of these hours. This is to ensure the lines between work and play do not blur.
- Quiet Time during the day 12pm – 1pm, this is when teachers will be offline.
- Get Out - at least once a day during daylight hours e.g. gardening, walk the dog.
- Exercise - yoga in the garden, follow an exercise class on YouTube, or go for a run
- Practice social media hygiene – limit your social media time.
- Keep in touch - frustrations and pressures are universal for all so share them and do not go it alone.

Togetherness

Lyndhurst is all about being part of the family community. We will also hold whole school events like the Easter Bonnet Parade such as 'Sing Up' day, Wildlife in Your Garden photography competition, Wear Red for the day, Feelgood Friday.

Routine

Lyndhurst School recognises that every family will be different with regards to routines. Routines are important and we highly recommend that each family establishes one which suits them. For example, eat breakfast at the same time and make sure the children are dressed before starting the 'school' day – avoid staying in pyjamas!

Lyndhurst School requests all children with/out parental support to register in using the group online register.

The school will provide a proposed schedule with the activities prioritized so families can agree and create their own schedule which suits them. We hope to strike a balance between providing structure until lunchtime and allow families flexibility to organise the afternoon schedules.

Mornings – Online registration
Daily Video Message or Group Greeting from Form Teacher
English (Y4 – Y6 two writing sessions, reading sessions and one spelling & grammar)
Mathematics
Physical activity
Daily reading– ask the younger children to read aloud to relatives on FaceTime

Physical Activity is important children are recommended to have180 minutes of physical activity a day. This will include the allocated 60 minutes of out of the house unless the family is in isolation.

Supporting with chores around the house – give the children daily responsibilities at home

Write/draw postcards to relatives or pen pals

Weekly Assemblies – Celebration Assembly by Mr Rudkin, Jigsaw (PSCHEE Assembly), Picture in the News Assembly

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Suggested Schedule

Each week the teachers will share with families on the Friday to the commencing schedule which can be used, amended or discarded depending on each family.

Example Schedule

Time / Day	8.30-8.35	8.35-8.45	8.45-9.00	9.00-9.30	9.30-10:00 60 mins English	10.00-10.15	10.15-10.45	10.45-11.15	11.15-11.30	11.30-12.15	12.15-12.30	12.30-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.15	3.15....
CELEBRATION MONDAY		CELEBRATION & THOUGHT	PHYSICAL ACTIVITY Family Walk/Games in Garden/PE with Joe		ENGLISH - WRITING/PHONICS 10mins/ SPELLING 10 mins/GRAMMAR	WellBeing Activity	PHYSICAL ACTIVITY Games in Garden or Go Noodle Just Dance YouTube	MATHS Number skills 10 mins	READING - a book from your reading folder	MfL 10 mins CREATIVE TIME draw, dance, sing, paint Connect with others	DoodleMaths Numbots	LUNCH Wash Hands Set & Clear the Table Games in Garden Do something for someone else!	TOPIC/HUMANITIES	LIFE SKILL - learn to tie shoelaces, ride a bike, sewing, telling the time, tidying up			
TUESDAY		PICTURE IN THE NEWS ASSEMBLY	PHYSICAL ACTIVITY Family Walk/Games in Garden/PE with Joe		ENGLISH - WRITING/PHONICS/ SPELLING/GRAMMAR	WellBeing Activity	PHYSICAL ACTIVITY Games in Garden or Go Noodle Just Dance YouTube	MATHS	READING Bug Club	MfL 10 mins CREATIVE TIME draw, dance, sing, paint Connect with others	DoodleMaths Numbots		PSCHEE	WEEKLY CHALLENGE/ENRICHMENT TIME			
WELL-BEING WEDNESDAY		PSCHEE/JIGSAW ASSEMBLY	PHYSICAL ACTIVITY Family Walk/Games in Garden/PE with Joe		ENGLISH - WRITING/PHONICS/ SPELLING/GRAMMAR	WellBeing Activity	PHYSICAL ACTIVITY Games in Garden or Go Noodle Just Dance YouTube	MATHS	READING - a book from your reading folder	MfL 10 mins CREATIVE TIME draw, dance, sing, paint Connect with others	DoodleMaths Numbots		TOPIC/HUMANITIES/R.E.	ENRICHMENT TIME	STORYTIME/ READ FOR PLEASURE/AUDIO BOOK	UPLOAD LEARNING TO SHARE WITH TEACHERS	Do something fun!
THURSDAY		FAMILY CELEBRATIONS	PHYSICAL ACTIVITY Family Walk/Games in Garden/PE with Joe		ENGLISH - WRITING/PHONICS/ SPELLING/GRAMMAR	WellBeing Activity	PHYSICAL ACTIVITY Games in Garden or Go Noodle Just Dance YouTube	MATHS	READING Bug Club	MfL 10 mins CREATIVE TIME draw, dance, sing, paint Connect with others	DoodleMaths Numbots		TOPIC/SCIENCE	ENRICHMENT TIME			
FEEL GOOD FRIDAY		FORM 'SHOUT OUTS'	PHYSICAL ACTIVITY Family Walk/Games in Garden/PE with Joe		ENGLISH - WRITING/PHONICS/ SPELLING/GRAMMAR	WellBeing Activity	PHYSICAL ACTIVITY Games in Garden or Go Noodle Just Dance YouTube	MATHS	READING - reread a book you love	MfL 10 mins CREATIVE TIME draw, dance, sing, paint Connect with others	DoodleMaths Numbots		TOPIC/SCIENCE	WEEKLY TOGETHERNESS ACTIVITY			

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Health & Safety

The following must be adhered to:

- Any live contact between teacher and child should happen through the school's Microsoft Office 365 account and should be initiated by the teacher.
- Careful consideration must be given to the appropriate medium of instruction depending on age and their ability to participate
- SLT will request to attend one to one chats on an ad hoc basis to monitor them

Safeguarding

Government guidance, 23 March 2020, indicates that emergency legislation may be used to dis-apply or modify some requirements on the school. However, whether the children are at school or at home, their safety remains Lyndhurst School's top priority. The following procedures will be followed:

- The School Designated Safeguarding Deputy Leads (DSL), (Victoria Tutcher (v.tutcher@lyndhurstschool.co.uk) & Andrew Rudkin (headmaster@lyndhurstschool.co.uk) are responsible ongoing assessment of risks, taking action and reviewing potential safeguarding issues created by the use of online learning tools.
- One-to-one chats/reading sessions online are only permitted using Microsoft Teams.
- All staff have completed recent Safeguarding reviews and access to the School's Safeguarding Policy which reflects, both statutory guidance 'Keeping Children Safe in Education' 2019 (KCSIE), and Surrey Safeguarding Children Partnership (SSCP) Procedures.
- Staff will only communicate with a child on an individual basis when the specific time is scheduled like in school timetabled day.
- One to one live session must take place in an open area in the child's home such as the living room or kitchen. At no time during live sessions should a child be in private spaces in the house such as their bedroom or bathroom. The lesson will be immediately terminated by the teacher and if this is an invoiced lesson parents will still be charged.
- When recording videos or livestreaming lessons, staff will make sure to film in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Whether and how the school might ensure staff understanding of any new protocols and practices.
- Arrangements for staff absence/cover and provision for any necessary additional training in safeguarding.
- A member of the Senior Leadership Team will be associated with each 'Classroom' on Teams to enable them to monitor and moderate all learning.
- Senior Leaders will be able to 'drop in' to online lessons – whether randomly or in response to any concerns raised.
- All staff will have the certified National Online Safety Annual Online Safety Course for Teachers, School Staff & Governors (2019-20)
- Parents are highly recommended to complete the course for Parents & Carers – please contact for a reminder of the login details
- In addition CEOP provide a lot of further information on Parental Controls
- The school community – staff, parents, children are all asked to report immediately to the DSL or DDSL of any safeguarding issues encountered in distant learning
- All teachers must watch a full video or go through all the tabs in a website to consider the suitability of any online source that they refer to in a lesson
- All children have been provided with contact details for ChildLine
- The school will provide advice to parents about filters that might be appropriate on home computers if online lessons are to be effective as well how to amend privacy settings.

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Acceptable Use Agreements

These are used to outline the use of technology for learning at Lyndhurst School. These are a form of consent from parents and the children that they agree for children to be involved in online lessons.

Screen Time

Tasks set should be accessible for the children without continual use of the screen. Lyndhurst School recommends the following screen time for learning which will then allow some leisure screen time:

Pre-Reception – Reception - maximum 40 minutes,
Year 1 & Year 2 - maximum 60 minutes
Year 3 & Year 4 - maximum 90 minutes
Year 5 & Year 6 - maximum 120 minutes

All children and staff must have regular screen breaks they should be limited to 40 minutes (Year 5 & Year 6) of screen time and then an hour's break from the screen. During the hour break the children can complete learning tasks which do not involve the screen.

The school requests parents to inform the form teacher if they feel the learning provided exceeds this amount so future distant learning can be adapted.

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Appendix One Distant Learning Tools

Some examples of distant learning tools which may be used to enable the learning.

For Pre-recorded Videos	**Mathematics**	**English**
Green Screen iMovie Camera app	Y3 – Y6 Atom Learning Maths Factor Number Bots Times Table Rock Star DoodleMaths Matholia White Rose Resources Ark Mastery Programme – 4-week booklets	Y3 – Y6 Atom Learning Ark Mastery Programme – 4-week booklets Pobble 365 Phonics Play PieCorbett Daily Lessons Twinkl TV. Read Write Inc - phonics
Reading & Books Get Epic Virtual Library The Wind in the Willows OxfordOwl Ebooks David Walliams Elevenses National Literacy Trust Classic Audio Books BugClub Y3 – Y6 Weekly Picture in the News Audible Stories Scholastic Book Club News Mag Media ReadingWise BBC Sounds Stories BBC Storytime	**Science** Egg Investigations STEM Importance of Handwashing Century Tech NASA Kids science experiments physics demonstrations Explore – nature and the world Project Explore.- explore the world Space **Wellbeing** Picture in the News Virtual Assembly Yoga Support with Mental Health	**Physical Activities** Joe Wick's Daily P.E. lesson Dance - GoNoodle English National Ballet FitNut **Music** BBC Take Ten Minute of Listening Myleene's Music Klass Quaver Music
Thought Provoking Philosophy Man IntoFilm	**Design & Technology** Cooking Lessons Computing & IT Coding Coding for kids daily lessons.	**Art** Art Classes by Noel Fielding Tate Gallery The National Gallery Pete McKee cartoon lessons
General General Activities at Home Ideas Researchify Activities at Home Five Minute Mum NSPCC Support for Parents	**History & Religious Education** The British Museum Natural History Museum The Vatican National Association of RE	**MfL** Memrise . Rosetta Stone **Geography** Ben Fogle's Adventure Class
Resources		
TES Twig & TigTag Khan Academy BBC Bitesize Classroom Secrets List of Resources Available	TTS – free workbooks Robin Hood MAT – Learning projects Teacher's Pet BBC Teach podcasts for ages 3 and up. Learn at Home	Open Classrooms Mrs Macavity Team Teacherly ABCdoes – EYFS Ted Ed WatchKnowLearn

Appendix Two How to Guides for Teachers

- [How to Use Teams](#)
- [Transform Learning with Microsoft Teams](#)
- [How to use Loom and record your lesson for Remote and Online learning](#)

For video creation consider:

- Short (6 – 10mins)
- Interesting
- Meaningful
- Engaging
- Learning
- Planned

To create videos you can use iMovie, Adobe Sparks, https://screencast-o-matic.com/, Loom and many other tools.

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Appendix Three Parent Guide to Supporting Distant Learning

Be realistic about what you can do

- ➢ You're not expected to become teachers and your children aren't expected to learn as they do in school.
- ➢ Simply providing your children with some structure at home will help them to adapt.
- ➢ Review each week, take stock. What's working and what isn't? Ask your children, involve them too
- ➢ Share the load if there are 2 parents at home. Split the day into 2-3-hour slots and take turns so you can do your own work
- ➢ Take care of your own health and wellbeing. This will be new for your entire household, so give it time to settle. .

Keep to a timetable wherever possible

- ➢ Create and stick to a routine if you can. This is what children are used to.
- ➢ Involve the children in setting the timetable where possible. It's a great opportunity for them to manage their own time better and it'll give them ownership
- ➢ Check in with the children and try to keep to the timetable but be flexible. If a task/activity is going well or they want more time, let it extend where possible
- ➢ If you have more than one child at home, consider combining their timetables. For example, they might exercise and do maths together – see what works for your household
- ➢ Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over
- ➢ Stick the timetable up on the wall so everyone knows what they should be doing when, and tick activities off throughout the day
- ➢ Distinguish between holidays, weekdays and weekends, to separate school life and home life

Make time for exercise and breaks throughout the day
- ➢ Start each morning with a PE lesson at 9am with Joe Wicks
- ➢ If you have a garden, use it regularly. If you don't, try to get out once a day as permitted by the government (households can be together outdoors but 2 metres apart from others)
- ➢ Get the children to write or dictate a diary what they did each day – this can be a clear sign that the 'school' day has ended

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Appendix Four – Tips for Parents

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain Feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

16/04/2020

Appendix Five – Tips for Teachers

Appendix Six – Tips for Children

REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.

2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid positing negative comments or spamming the chat.

3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.

4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.

5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.

6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.

7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.

8) Don't share passwords or other sensitive information

In order begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.

9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.

10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

16/04/2020

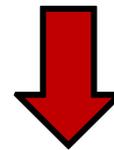**Appendix Seven – Code of Conduct & Gold Stars Behaviour Rules**

Code of Conduct

RESPECT

For Yourself   For the School   For Others

At Lyndhurst we are:

Responsible individuals

Encouraging

Success; taking

Pride in our appearance and our

Environment; learning to be

Courteous, courageous and

Tolerant

Self-Respect: Take responsibility for your own actions; always believe in yourself and do your best; look after yourself and your belongings.

Respect for the School: Look after the school; be proud of your school; represent your school.

Respect for Others: Consider others, be polite to everyone; be kind, friendly and help each other; understand and accept differences in people.

Gold Stars Behaviour Rules

1. We do what the teachers ask us straight away. (Follow instructions.)

2. We have kind hands and feet. (Keep hands and feet to yourself.)

3. We speak politely to others. (Polite and kind language only.)

4. We put our hand up to speak. (Wait your turn without interrupting.)

16/04/2020