



Langley Park

Primary Academy

**Remote Learning
Guide
for Families**

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General Expectations

Work is set solely on Google Classroom with the option for EYFS pupils to upload their work to Tapestry. The work will be uploaded to Google Classroom by 08:30 at the latest each day. The amount of time for each activity is written below and it is important that this is kept to as much as possible in order to ensure the children do not feel overworked and it becomes a burden on you as parents.

Subject	EYFS	KS1	KS2
Reading	20 minutes	20 minutes	40 minutes
Maths	30 minutes	1 hour	1 hour
Handwriting	10 minutes	20 minutes	20 minutes
Spellings/ Phonics	20 minutes	20 minutes	30 minutes
Inquiry/Other	30 minutes	1 hour	1 hour
Maximum Total	1 hour 40 minutes	3 hours	3 hours 30 minutes

If you are finding that your child is spending more than these times on their work, please do not hesitate to get in touch with the class teacher via the communication channels outlined later in this document. They will be able to offer some tips and hints to motivate and focus your child and clarify their expectations further for you.

Google Classroom

Your child's work will be set on their Google Classroom every day by 08:30. They are expected to hand in and upload their work every day. They can also interact with their friends on the Google Stream.

[Accessing the Google Classroom](#)

Handing In and Uploading Work

We would like your child to virtually hand in their work in the Google Classroom. It gives us the opportunity to track levels of engagement and identify where we may need to contact parents to offer support. This can be done by clicking on the **MARK AS DONE / HAND IN** button before the deadline set by the class teacher.

Please be mindful that it is going to be extremely challenging for work to be marked or to be given feedback to the same level as the normal classroom situation. This means that it is worth providing timely praise and encouragement to your child to motivate them to engage with their learning. We are mindful that you may also be required to work from home and therefore we have aimed to ensure that the tasks are as independent as possible.

Live Lessons and Google Meets

As part of our strategy for remote learning, it is important that children also maintain an amount of live interaction with not only their class teacher but also their peers.

There will be daily opportunities for your child to attend Google Meets to therefore be able to take part in live lessons. Attendance to these is expected. These will provide the opportunity for your child to communicate and interact with their class teacher and peers in meaningful ways to support their learning. Live lessons are conducted through Google Meet. They may be instructional, discussion based, feedback focussed or wellbeing focussed. They may also be a follow up to a recorded instructional video to which the children need to respond to and then feedback during the live lesson. The time of these will be communicated with you in good time but attendance is expected. The frequency of these will increase depending on the age of your child and will not be for the same duration as a normal lesson.

Class	Duration
EYFS	1x 10 minutes daily
Year1	2 x 10 minutes daily
Year 2	3 x 15 minutes daily
Year 3	1 x 15 and 2 x 20 minutes daily
Year 4	3 x 20 minutes daily
Year 5	3 x 20 minutes daily
Year 6	3 x 20 minutes daily

Children are expected to use our Google Meet etiquettes to ensure that the live lesson is high quality for all. These include;

- Keeping their microphone off until invited to speak
- Indicated in the chat or by raising their hand to show that they have something they would like to share
- Joining the Google Meet at the allocated time only
- Ensuring that they are in a room with an adult and with a plain background, if possible
- Ensure that all in the room are aware that they are taking part in a live lesson

The times of the live lessons will be shared on your child's Google Classroom.

Pupil engagement

Online engagement is expected and non-negotiable. If there are challenges with accessing learning, you MUST inform the academy as soon as possible so that we are able to support you.

Pupil engagement is enhanced using the following strategies;

- Strategic monitoring of pupil engagement at timely and regular intervals.

- Whole class rewards for engagement
- Individual rewards for engagement
- Those not engaging are contacted with a tiered approach
- Content presented in multiple of ways

Pupil engagement is measured in a timely manner using the following scale. Children will be given score of 1-5 for each day and an average score will be given for each week.

Home Learning Engagement Scores

Level 5: High Engagement

The pupil consistently takes part in all aspects of online learning, including any live lessons, with enthusiasm and is determined to be successful. All activities are completed to a high standard and do not give up when faced with difficult tasks. Deadlines are always met.

Level 4: Strategic Engagement

The pupil is self-motivated, positive and attributes value to the work they are doing. All online learning is completed to a good standard. Deadlines are met.

Level 3: Compliant Engagement

The pupil is willing to expend effort to comply with the tasks set, their engagement does not always support progress and/or the pupil has to be given reminders to complete tasks set. Completion of work is sometimes inconsistent in terms of quality and/or the pupil does not always meet deadlines.

Level 2: Reluctant Engagement

The pupil's digital engagement does not support progress and/or more than one reminder to complete work is necessary. The pupil has frequently failed to complete tasks set for remote learning and rarely meets set deadlines.

Level 1: Disengagement

The pupil is unwilling to engage in digital learning in either the physical or virtual classroom. They have not accessed any of the work presented on google classroom.

Virtual Assemblies







Assemblies take place twice a week on a Monday and Friday at 09:00 for 15 minutes. Attendance to these is strongly advised although they will be recorded and shared on your child's Google Classroom via the stream.

The same etiquette described above applies to our virtual assemblies.

On Monday we have our Theme of the Fortnight assembly, and on Friday we have our Celebration Assembly.

Learning Codes

To promote independence, we have developed some simple codes to support your child to understand what is expected of them and how they can engage with the learning presented to them.

 Read	<p>This is used when the children need to read an instruction or explanation. It will be located near to the text that they need to read.</p>
 Watch	<p>This is used when there is a video that the children need to watch. There will be a link to a video or an embedded video to watch. This might be used instead of written instructions or explanations.</p>
 Visit a website	<p>This is used when there is a website that the children need to visit. This might be for games, explanations/modelled examples or for the task.</p>
 Do	<p>This is used if there is a practical element to the input (probably in handwriting) or the task (maths or inquiry). It may require your child to use objects.</p>
 Record	<p>This is used when there is something that the children need to record in their books or in a Google Doc/Slide. This will be limited to just the task aspect of the session.</p>
 Share	<p>This will only take place at the very end of the Google Slide as this is where the children's work is checked by their adult and, if they choose to, uploaded to the Google Classroom. This is also an opportunity for them to reflect on what they found easy/challenging. They should be encouraged to share this with you and on Google Classroom.</p>

A suggested timetable

Keeping routines will help your child to be successful whilst they are learning at home and it is important that you ensure this supports you and your unique circumstances. Only you will know how this will work best. We highly recommend putting a timetable in place which finds a balance with structured and unstructured time. Please see below an **example** timetable you could follow:

08:00 - 08:30	Wake Up	Wash, make your bed and get dressed for the day
08:30 - 09:00	Breakfast	Keep it healthy!
09:00 - 10:00	Learning Time	Choose from the selection of tasks that your teacher has set you
10:00 - 10:30	Morning Break	A healthy snack and indoor/outdoor Physical Activity

10:30 - 11:30	Learning Time	Choose from the selection of tasks that your teacher has set you
11:30 - 12:00	Chore Time	Help around the house by cleaning surfaces, tidying, dusting or sweeping.
12:00 - 12:30	Get Active!	Indoor/Outdoor Physical Activity
12:30 - 13:00	Lunch Time	Keep it healthy!
13:00 - 13:30	Creative Time	Lego, drawing, crafting, playdough, cooking, baking, painting
13:00 - 14:00	Learning Time	Choose from the selection of tasks that your teacher has set you
14:00 - 14:30	Quiet Time	Reading, sewing, drawing, puzzles, nap
14:30 - 15:00	Learning Time	Choose from the selection of tasks that your teacher has set you
15:00 - 16:00	Get Active!	Indoor/Outdoor Physical Activity
16:00 - 17:00	Free Time	Have FUN
17:00 - 18:00	Family Dinner	Keep it healthy!
18:00 - 20:00	Free Time	Have FUN
20:00	Bed Time	Bath or shower, brush teeth, bedtime story

Additional Learning Opportunities

Children learn best by having regular breaks and so this is even more important with the change of routine and potentially lack of fresh air. Bearing this in mind, there are a wealth of resources online to provide adequate brain breaks and bouts of regular exercise. Additionally, children require stimulation and interaction in order to support wellbeing so please consider this as some additional learning.

Exercise

Using the Joe Wicks's 5 Minute Move and his 'PE with Joe' are really useful opportunities to promote exercise if going outside is not an option. There may be other youtube videos that will promote being active without needing to necessarily go outside. 'Cosmic Kids' and '5 a day' also have youtube videos that the children can follow such as dance lessons with Oti Mabuse. The children could also make their own games such as throw and catch with socks or make their own circuit - I am sure you will be surprised how creative they can be. Chores are also a great way to encourage your child to engage in mild exercise.

Wellbeing and Mindfulness

Colouring and meditation are also really good strategies to rest the mind and take a break. Adding to this, talking to your child using some of the games below are a great way to aid discussion:

- Would you rather...? Would you rather be a detective or a pilot?
- Favourite - what is your favourite food? What is your favourite view?
- If I were - . If I were an animal I would be..... because?
- Today I feel..... because

Getting in contact

Parents should use the primary office email address; contactus@langleyparkprimaryacademy.org.uk