



WeST Remote Learning Guidance

Primary Appendix

October 2020

This appendix should be read alongside the 'WeST Remote Learning Guidance 2020-2021'.

| School Details | |
|---|--------------------------------|
| Leader of Remote Learning | Sarah Honywill |
| Online Learning Platform for Children | Class Dojo and Tapestry (EYFS) |
| Online Communication Tool with Parents | Class Dojo |
| Admin Online Platform for Staff | Microsoft Teams |

Introduction

We recognise that there may be times when schools will need to operate beyond their normal working boundaries. We are committed to providing our children with the breadth of curriculum and learning opportunities whether they are present in class or at home due to restrictions. Using an online learning platform, appropriate to the age and phase of the children (see list below) will allow our staff and children to communicate with each other on a daily basis, provide well-sequenced instruction for learning broken down into smaller steps, make clear the intended knowledge to be gained and give feedback to children about their progress towards this. The platform being used is designed to not overwhelm children or parents and provide a meaningful way for families to continue to engage and support the ambitious learning for all children.

Aims

- To facilitate learning remotely in cases where the school is required to close.
- To set guidance around expectations for learning remotely.
- To make children responsible and independent for their own learning.
- To give children the opportunity to broaden and consolidate their learning.
- To give the children the opportunity to practise basic skills and learn essential knowledge.
- To create a partnership with parents/carers in the learning process using the school's chosen learning platform.
- To ensure peer interactions through the chosen learning platform to provide motivation and improve learning outcomes.
- To provide different approaches to remote learning to suit different types of families.
- To ensure pupils with SEND are able to access the learning.

Flexibility of learning

We realise that the circumstances that cause our school to adopt to these changes will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards SATs/GSCE/A Levels;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not function as they should;
- Technology may be harder to use for some so alternatives may be needed.

An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

Expectations

We believe that it is in the best interests of our children that we continue to provide structured learning that is aligned closely to the current sequenced curriculum provision in class whilst still providing suitable small steps instructions which challenges thinking and develops new knowledge. Learning provided should not be considered as optional as it has been planned and designed for the year and thus contributes significantly to the development of a child's education. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:

- Share teaching sequences and learning expectations with their class through the school's selected learning platform, considering the WeST guidance.
- Continue teaching in line with current planned curriculum design. Children will still be taught the same topics and continue with the same or similar sequences of learning as they would have in class.
- Keep in contact with children through feedback and communication on a daily basis (9am-3pm) using the virtual classroom.
- Reply to messages and set learning each school day during normal school working hours.
- Manage their time suitably and take regular breaks away from the computer and engage in other professional duties.
- Allow flexibility in the completion of learning, understanding that circumstances will affect families in different ways.
- Support children and families to ensure their wellbeing is managed and adapt support accordingly.
- Monitor the virtual classroom and offer support to promote full engagement for all learners.

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Access material shared online with an appropriate level of parent supervision and ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Engage with the learning sequences provided, demonstrating the expected school behaviour and attitudes to learning.
- Maintain the same high expectations of themselves at home, learn to the best of their ability and share their completed learning online through the virtual classroom to receive feedback from their class teacher.

Parents will:

- Support their child's learning to the best of their ability, using the support and resources from class teachers.
- Encourage their child to access and engage with the online learning platform posts from their teacher.
- Refrain from screenshotting or copying any information, message or posts to share on social media or any other platform outside of the school's learning platform.
- Know that they can contact their class teacher as normal using the online learning platforms within normal operating school hours.
- Be mindful of mental wellbeing of both themselves and their child and encourage their child to take regular breaks, play, get fresh air and relax.

In the event of an individual child needing to access remote learning, it may not be your child's class teacher making direct contact but other members of the school staff will provide this. Our schools will endeavour to find the right balance of effective remote learning whilst maintaining high quality face to face teaching for those children that remain in school.

A Typical Home Learning Week

Whilst weeks/topics will differ frequently, the general expectations of work being provided will follow the below outline:

| Expected daily engagement time | EYFS | KS1 | KS2 |
|--------------------------------|---|---|---|
| | 2-3 hours | 3-4 hours | 4-5 hours |
| Writing | Phonics based activities. Mark making activities. 3 tasks given a week. | Writing sequences each week linked to a particular text/text type. Grammar lessons linked to writing sequence. 5 lessons a week. | Writing sequences each week linked to a particular text/text type. Grammar lessons linked to writing sequence. 5 lessons a week. |
| Reading | Phonics based activities. Daily reading to an adult. | Phonics based activities. Daily reading to an adult. | Daily reading independently or to an adult (if appropriate). |
| Maths | 3 number tasks a week. | 5 maths lessons a week. | 5 maths lessons a week. |
| Topic | Topic linked tasks throughout the week linked to play based activities. | 5 topic lessons a week. These will cover a range of lesson types – PE, art, DT, music, PSHE, science, computing, history, geography, PSHE MFL and RE. | 5 topic lessons a week. These will cover a range of lesson types – PE, art, DT, music, PSHE, science, computing, history, geography, PSHE MFL and RE. |
| Other | Play based activities. Wellbeing challenges.(shared with the children daily) | Number facts to learn. Weekly spellings to learn. Mindfulness activities. Wellbeing challenges.(shared with the children daily) | Times tables to learn Weekly spellings to learn. Mindfulness activities. Wellbeing challenges.(shared with the children daily) |

Format

Direct teaching will be delivered in a variety of forms:

- Videos of the class teacher demonstrating learning and content.
- Videos of specialist teachers demonstrating learning and content.
- Some will be linked to learning videos from curriculum websites.
- PowerPoint presentations might be used to support understanding.

Worksheets may be used to explain and breakdown learning into chunks and a range of online activities may be used to allow for specific practice of particular knowledge or skills.

Equal Opportunities and SEND

We see the isolation period as a real opportunity to build the confidence and self-esteem of our SEND children through completion and focus on specific targets linked to their individual education plans, ensuring their wellbeing is at the forefront. Education and Health Care Plans will continue to be monitored by the class teacher and the SENDCo to ensure all school fulfil their statutory duties.

The expectations in remote learning are adaptable in relation to the pupils' age, stage of development and/or special educational needs of our children and where this would place significant demands on parents' help or support. The expectation is to ensure that all tasks set are appropriate to the ability of the child. This includes those children who may require adjustments to be made to fully access the curriculum content and delivery. Class teachers will make regular contact to ensure that the learning is suitable. Support staff will also prioritise the needs of children with SEND and provide daily contact to best support families during a period of isolation or year group bubble closure. We appreciate the additional pressures and challenges that this may cause.

Monitoring

The expectation is that schools will monitor the regular use of their chosen learning platform. All schools very much encourage parents and carers to use the learning platform to share learning, ask questions and celebrate successes at home with the child's teacher. If the school staff do not have communication with families via their chosen learning platform, class teachers will make direct contact with the families to offer support and advice. It is vital that all the children are accessing learning throughout any period of remote restrictions. Each school's leadership team will check that there is a consistent approach to the delivery of their remote learning policy linked to the Department for Education guidance and Westcountry Schools Trust guiding principles. Each school will also ensure that there is full curriculum coverage.

Through families and staff working together at all of our schools, it will limit the impact on children's learning if they are unable to attend school due to imposed restrictions.

Virtual Classroom Platforms

Teams: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/education>

Dojo: For more information go to <https://www.classdojo.com/en-gb/?redirect=true>

Google Workspace: For more information go to https://workspace.google.co.uk/intl/en_uk/

Seesaw: <https://web.seesaw.me/remote-learning-for-teachers>

Online Learning Resources

Some of the following resources may be useful to support remote learning for children.

| | |
|--|---|
| A range of websites that support home learning can be found here: The British Educational Suppliers Association's LendED platform - as supported by the Department of Education | |
| Curriculum | |
| Oak National Academy: https://teachers.thenational.academy/subjects Purple Mash: https://2simple.com/purple-mash/purple-mash-home-users/Education . https://www.lended.org.uk BBC: https://www.bbc.co.uk/teach/primary/zd7p47h | |
| Maths | English |
| White Rose: https://whiterosemaths.com/homelearning/ TT Rockstars: https://trockstars.com/ TTRS for parents: https://www.youtube.com/watch?v=clblA2drj_M Numbots: https://play.numbots.com/#/intro My Maths: https://www.mymaths.co.uk/ CBeebies Numberblocks www.bbc.co.uk/cbeebies/shows/numberblocks Active Learn Power maths www.activelearnprimary.co.uk/ | Spelling Shed: https://www.spellingshed.com/en-gb/ Ilsham English Hub Phonics: https://www.lapsw.co.uk/ilsham-english-hub/supporting-schools/ RWInc https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ SPAG.com: www.spag.com Phonics Catch Up KS2 (Reading and Spelling): https://www.nessy.com/uk |
| History/Geography | Science |
| Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbkw2hv | STEM: https://www.stem.org.uk/remote-lessons#upcoming-lessons |
| Art/DT | Computing |
| https://www.tate.org.uk/kids https://www.foodafactoflife.org.uk/recipes/ | https://scratch.mit.edu/explore/projects/all |
| PE/Outdoor | Music |
| BBC Supermovers: https://www.bbc.co.uk/teach/supermovers | BBC: https://www.bbc.co.uk/teach/primary/zd7p47h |
| MfL | RE |
| BBC: https://www.bbc.co.uk/teach/primary/zd7p47h | BBC: https://www.bbc.co.uk/teach/primary/zd7p47h |
| PSHE | Wellbeing |
| Jigsaw: https://www.jigsawpshe.com/recovery/ | https://www.plymouth.ac.uk/business-partners/partnerships/childrens-university |

Useful information and links to share on your platform:

- Brilliant things to keep you busy folder: might contain links to general sites which children will enjoy- <https://www.tate.org.uk/kids>, <https://www.si.edu/kids> (Smithsonian) <https://www.foodafactoflife.org.uk/recipes/>, <https://www.sciencebuddies.org/stem-activities/build-a-recycled-robot>
- Important sites for the children's learning folder: <https://scratch.mit.edu/explore/projects/all>, <https://play.numbots.com/#/intro>, <https://www.plymouth.ac.uk/business-partners/partnerships/childrens-university>
- Statutory spelling lists folder
- Folder with class logins for all curriculum related sites including AR, Abacus etc.
- Work schedule folder
- Week folders with weekly timetables and the resources tied to each subject specified.