

## Woodside Primary School

### Remote Learning Strategy

Updated Dec 2021 due to high cases in locality and Omicron variant

It is very much hoped that class/school closures will not be necessary at all. The three main risks are lack of staff, localised outbreaks and national announcements.

Our school avoided class closures due to staff shortages in the Autumn Term and would only close classes for this reason as a last resort and when all other options have been exhausted. Remote learning would be provided promptly if classes close due to staff shortages. Apologies in advance for any disruption and for short notice announcements. Please be aware that supply agencies are finding it difficult to provide staff, due to high demand in the locality.

Regarding outbreaks, each positive case is risk assessed and the threshold level for outbreak is checked. An outbreak in a class is more than 5 cases. If this threshold is reached, the local health protection agency would be involved. It is rare for schools to be advised to partially close when this threshold is reached.

In the event of national announcements about school closures, it is likely that schools would provide face to face education for vulnerable children and those of key workers, as before. Schools are reliant on information changing on a daily basis and there is no currently certainty about Jan 2022.

Please contact the school if you have any questions regarding the information below or any feedback.

Section 1 Teaching and Learning remotely and at school

Section 2 Supporting children and parents with remote learning

Section 3 Children in school

Section 4 Zoom Protocols

Section 5 Frequently Asked Questions (FAQs)

#### **Section 1: Teaching and Learning remotely and at school:**

We had very positive feedback about the remote learning and in-school learning that we provided between Jan and March 2021. Based on this we will follow the same model if any children are isolating due to Covid-19 or if there are bubble/school closures, with some adaptations.

Our model is that children who come to school will follow the same remote learning planning and activities as those at home, supported by their usual class bubble staff.

Staff work in school for their normal hours to facilitate this remote learning and to provide for those in school. Oak Academy is a government-approved site and it provides direct teaching.

Class teachers will match what would usually be taught in school to a range of resources, including direct video teaching via the Oak National Academy. Teachers will not be live-streaming lessons or recording their own lessons as this is already on offer through the Oak Academy and they are therefore freed up to plan and resource the curriculum; support and monitor the learning of both sets of children; phone parents; maintain safeguarding monitoring and connect with children via Zoom for support. Children who come to school will be taught via the same planning and activities as those at home, supported by their usual class bubble staff.

In summary, the role of teachers is to plan, resource and oversee the delivery of the curriculum for parents to facilitate at home and for TAs to facilitate at school. This will ensure that all children will be completing the same activities and that when children return to school, they will not have gaps in their learning. If any children attend school part-time (eg due to parent working part-time) it is essential that they complete the remote learning on the days they are at home so that they do not fall behind their peers.

This is what the Government expect schools to provide:

*'When being taught remotely, your child's school is expected to set meaningful and ambitious work each day in several different subjects. Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:*

- *3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)*
- *4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)*

*Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.'*

Our school's provision incorporates the online learning platforms we subscribe to; resources promoted by the DfE (eg Oak Academy) and is informed by DfE's webinar on guidance for remote learning (30.09.20).

The school's offer must be in line with the DfE's Guidance for Full Opening (Section 5):

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*

- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school*

Remote learning includes:

- Consolidation/practice of prior knowledge (eg TTR, Emile phonics/spelling activity)
- Direct instruction of new content eg Oak Academy video lesson, White Rose lessons, Letters and Sounds lessons
- Independent practice-eg recording answers in an exercise book
- Checking for understanding (eg forms/quiz within Oak Academy unit, scores on My Maths and Emile activities, feedback forms emailed weekly to the class teacher)

Please see the Zoom protocol below, which is in place to safeguard all users.

## **Section 2: Supporting children and parents with remote learning:**

Weekly timetables will be published on the school website on the class pages and additional resources are available. Teachers have provided a feedback form for your child to complete on a weekly basis and ask that parents return it. If children cannot complete the form on line or print and complete it, they can just write their answers on blank paper and take it photo of it to email back.

Teachers will stay in close contact with parents via email and regular phone calls where children are at home all the time and all staff are keen to support parents as much as possible. Playstation and Xbox can be used to access the internet and mobile phones can be cast to Smart TVs. We have a stock of laptops/ipads to loan out and urge parents to contact us to request this or to help in any way.

The school has provided remote learning in a timetable format to make it easier for parents whose children are in school on same days and not others. However, it is not necessary to keep to the times or days if difficult. We absolutely understand that some parents are working from home and need to be flexible. Teachers are providing a mixture of activities, some of which can be done independently.

Some parents have asked for paper based learning activities and this is arranged if a child cannot access the planned lessons online. If they can watch the lesson online, they should not have to print out too much at home, if anything. If there is a worksheet suggested, children can record their answers on blank paper or in an exercise book instead for a parent to check. We encourage parents to contact school for exercise books/pens/pencils etc.

Regarding 'Five ways to Wellbeing', we will focus on CONNECT, hence the phone calls, emails and Zoom meeting invitations. Zoom sessions are not live lessons but are used to connect, gain feedback and support you. Engagement would be very beneficial for the children and teachers will remind them how important

their learning activities are. Parents are asked to adhere to the Zoom protocol in Section 4 and to get in touch if there are any problems.

Using our Five Ways to Wellbeing approach and our school values, we will 'connect' with children and parents as well as monitor engagement and access to technology by:

- Checking class emails daily and responding promptly
- EYFS use Tapestry
- Phoning parents frequently (Class Teachers)
- Updating class pages with home learning
- Phone calls to parents of SEN children (Mrs Jeavons)
- Phone calls to parents receiving FSW support (Mrs Matthews)

### **Section 3: Children in school:**

School's risk assessment and procedures are extremely robust and are in place to reduce the risk of transmission. Our updated risk assessment of Dec 2021 reflects the Omicron variant and high local cases of Covid-19. All staff are doing everything they can to keep children safe and it is imperative that we all do as much as we can to protect our bubbles.

Parents are asked the following:

- Please only send your child to school if they cannot be cared for at home. If your child's teacher falls ill or needs to isolate, the provision of learning will be disrupted.
- Please do not send your child to school **if they are symptomatic-book a PCR** (LFT is to detect non-symptomatic cases)
- Please use LFTs daily on your child for 7 days if anyone in your household is symptomatic or PCR positive
- Please wear a mask when collecting/dropping off (unless exempt); adhere to social distancing
- Please adhere to all the rules outside school, to further reduce the likelihood of cases coming in.

Pre-school, Reception children's parents and Mrs Fawkes use Tapestry for remote learning and support.

Class email addresses are:

dormice@woodside.gloucs.sch.uk

Fallow-deer@woodside.gloucs.sch.uk

Woodpecker1@woodside.gloucs.sch.uk

redsquirrels@woodside.gloucs.sch.uk

### **Section 4: Zoom Protocol**

Zoom is password-protected but additional safeguarding and data protection protocol must be adhered to:

Staff:

- Use a new meeting room each time
- Send the link via school based email/eschool
- Do not Zoom individual children
- Only Zoom from school and during the school day
- Remember data protection; make sure nothing confidential is showing on your screen
- Where possible, have a second member of staff present
- Don't allow attendees to join before host
- Mute attendees on joining
- Use the waiting room and admit one by one
- Be aware that the zoom link may have been copied and shared without your knowledge, so check everyone as you admit them (check their face- not just name with blank screen)
- Turn screen sharing off
- Don't record or take/share a screenshot of everyone
- Don't share personal information
- Turn off your video and microphone, until it's needed.
- Remember that anyone could record or screenshot without your knowledge

Parents/children:

- A parent/carer must be with present at all times
- The Zoom should take place in a child's 'public' room eg lounge/kitchen not bedroom
- Parents/children will agree to respect privacy and be respectful at all times
- Don't record or take/share a screenshot of everyone
- To protect children, do not in any circumstances share the zoom link sent to you by school

## **Section 5 FAQs**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

**Q. Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

A. In lockdowns, we will provide the same curriculum remotely as we do in school.

## **Remote teaching and study time each day**

### **Q. How long can I expect work set by the school to take my child each day?**

A. We expect that remote education (including remote teaching and independent work) will take pupils a minimum of the following number of hours each day. Children work at different rates, so please talk to your child's teacher with any queries and make use of the other resources that are suggested on the website too.

Key Stage 1	3 hours
Key Stage 2	4 hours

## **Accessing remote education**

### **Q. How will my child access any online remote education teachers are providing?**

A. Y1 to Y6: You will find the weekly timetable on our school website on your child's class page. The timetable has links to the learning platforms we subscribe to (including My Maths and Emile); to recorded lessons (including Oak Academy, Letters and Sounds phonics) and to other activities (including BBC Bitesize, Yoga/PE sessions, worksheets, writing activities and more). Your child's teacher will email Zoom details to you for regular catch-ups with the class.

Tapestry is used for remote learning and for supporting pre-school and reception parents.

### **Q. If my child does not have digital or online access at home, how will teachers support them to access remote education?**

A. We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We will provide 1:1 support to parents where there are difficulties accessing online learning and arrange a solution on a case by case basis. This could include:

- Support with how to use mobile/gaming devices to watch lessons and how to record responses/their learning in an alternative way
- Loan of laptop or tablet to pupils
- Support with extra data allowance or connectivity on request
- Providing printed materials needed if they do not have online access
- Supporting pupils to submit work to their teachers if they do not have online access

**Q. How will my child be taught remotely?**

A. We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, Letters and Sounds videos, video/audio recordings made by teachers)
- access to learning platforms/online resources the school subscribes to (My Maths, Emile)
- use of Literacy Shed, Spelling Shed, White Rose maths, BBC Bitesize, Times Tables Rockstars etc to consolidate learning, enable mastery and to introduce new learning
- printed materials if required (e.g. textbook)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

**Engagement and feedback**

**Q. What are school's expectations for my child's engagement and the support that parents and carers should provide at home?**

A.

- it is expected that children will work through all activities on the timetable, watching the lessons and completing the activities set
- parents are expected to access the timetable on the website and enable their child to work remotely, so that they do not fall behind
- parents are encouraged to set good routines and expectations to support their child's education
- parents are expected to communicate regularly with the class teachers, particularly if they are experiencing problems with the remote learning
- Children who attend school part time (eg due to parent being a part-time key worker) must complete the remote learning activities on days they are at home

We are fully aware that some parents are working at home and understand that some parents will find this a very difficult time. Please contact us if we can offer any support.

**Q. How will teachers check whether my child is engaging with their work and how will I be informed if there are concerns?**

A.

- Teachers can see via the learning platforms (My Maths and Emile) whether activities have been completed
- Teachers will monitor the weekly feedback form that parents will email or photo back to them every week (if your child cannot complete the form online or print and complete it, they can just write their answers on blank paper and you can take a photo of it to email back)
- Teachers will phone parents/carers to inform them of any concerns about lack of engagement, if that is the case
- Teachers will monitor class emails daily and reply to support parents/carers with queries

**How will teachers assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers can monitor via the learning platforms (My Maths and Emile) whether activities have been completed and they can see children's scores and give feedback
- Teachers will monitor the weekly feedback form that parents will email back to them every week and feedback where there are difficulties
- Teachers welcome photos of work completed at home and can give feedback via parents' email
- KS2 children have been asked to do a weekly spelling tests at home and email in their scores

**Additional support for pupils with particular needs**

**Q. How will staff work with me to help my child who needs additional support from adults at home to access remote education?**

A. We recognise that some pupils with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:



- SEN children are catered for within the class teachers' planning and provision and some activities are open ended so all can respond
- Resources are loaned eg phonics mats/counters/writing slope if used at school
- Our SENDCo and family support worker will give extra support to families through phone calls and/or Zoom sessions
- EHCP/My Plan+/TAF/TAC meetings will continue as before via Zoom/Webex

**Q. What will remote education look like for self-isolating pupils when the majority return?**

A. Where individual pupils need to self-isolate, but the majority of their peer group is in school, we will revert to how we worked in the Autumn term of 2020 (ie teachers will revert to planning and teaching in school and providing a timetable with comparable activities for anyone at home.)

**Q. Will any Early Help/safeguarding support I have continue?** Absolutely. All external services continue to run as normal and you will continue to have support.