Woodley CofE Remote Learning Offer

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Our Vision:

At Woodley C of E Primary School, each person is unique and accepted as a child of God. Through strong Christian values, and our BRIGHT attitudes to learning we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

The immediate offer to pupils in the first instance will be:

All communication and assignments for Y1-6 to be set on Microsoft Teams. Initially there would be a minimum of a week to get staffing and timetables organised for 'live' lessons.

All year groups would receive for this period:

WCofE Learning Grids	Woodley CofE Grids allow parents and children to select activities in any order and at any time. This is to provide the flexibility that parents also need whilst they adjust their arrangements at home.
YouTube Videos	Staff may share recorded youtube video on their grids or in their class teams to support learning. These may be recorded by staff or other learning content creators.
RWI resources	PDFs, Powerpoints and Youtube videos to support the remote teaching of Phonics.
Links to activities	Staff may link to other DFE recommended learning platforms. For example a Science lesson on the Oak National Academy website.
Logins to platforms we already use	MyOn for Reading online Reading Eggs Sumdog, Numbots, MyMaths
Assignments	As the children Y2-6 already use assignments for home learning, staff may choose to ask the children to submit assignments

	through Microsoft Teams. These would not be supported by any 'live' lessons.
Paper tasks	Staff may choose to send paper exercises home to complete. This will be dependent on Government notice of any closure.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, science, music, art & PE planning does not translate easily to remote learning therefore lesson objectives and content would need to be re-designed.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours:

Primary school-aged pupils	YR & KS1 Pupils – 3 Hours of Activity, including additional access to independent tasks
	KS2 Pupils – 4 Hours of Activity, including additional access to independent tasks

Accessing remote education

How will my child access any online remote education you are providing?

Microsoft Teams (Y1-6) & Tapestry (YR) – Thes eare the two key platforms that remote learning is to be accessed through.

Remote Learning websites & resources typically used by the school.

- Assignments in Teams

- Reading eggs

- MyOn & Accelerated Reader

- Sumdog

- TTRockstars

- Numbots

- Oak National Academy

- My Maths

- Scratch

- Conquer Maths

- Nessy

- Spelling Frame

- SPaG.com

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

How does the school issue or lend laptops or tablets to pupils, and where can parents or carers can find more information

- o Form sent to all parents 12.01.21 & on the website for future use, asking parents to let us know if they need support with technology.
- o Laptop agreement, to include damage, removal of device if work not being accessed.
- o School office available for any communication about need to access Key Worker school due to no/limited access to technology
- o Computing Lead (C.Blakely) responsible for organising access to DFE devices or loan of limited school laptops. cblakely@wcofe.com

How does the school issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

- o 15 x 30gb Vodaphone sim cards available (12.01.21) through application.
- o Children with social worker and no wifi/internet access at home may be eligible for a 4G router. This is provided through consultation with the Wokingham ICT team.

How are the laptops provisioned when loaned?

- o DFE laptops that have been passed on to parents have been set up with DFE security settings, which includes web filtering and anti-virus software

- o Donated laptops that have been re-purposed by the school are also provided with Full desktop versions of Microsoft office tools, Teams app & anti-virus but not with web-filtering.

- o All families that receive a laptop either through the DFE scheme or School Loan are required to sign an agreement explaining that the school are not responsible for any misuse of the device. Families are encouraged to organise their own e-safety arrangements for their child.

How can pupils can access any printed materials needed if they do not have online access

- o Parents have teachers email addresses and know that if they continue to not be able to access online learning they can request for paper resources.

How can pupils can submit paper work to their teachers if they do not have online access

- o Drop off and pick up point available outside the school office, with quarantine procedure

- o Photographs of work can be emailed to teachers directly using a mobile phone or other mobile device

How will my child be taught remotely?

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

Our Remote Teaching Approach.

- **Live teaching (online lessons)**

  - o FS2 – The children in foundation are greeted each day with a live input from their class teacher. Here, they experience the same routine that they would in school during carpet time such as singing the welcome song and days of the week song. This is an opportunity to get in some everyday maths (counting the amount of children, one more/less, days of the week vocab etc), play games, celebrate the children's work and give the children the chance to ask questions or tell us their news. Monday-Wednesday the day finishes with a live story time with their class teacher. This is also an opportunity for children to tell us about any work they have completed that day. Again, the routine is like in school where we say the end of the day, pray together and finish with our goodbye song.

  - o KS1 – The children in KS1 are greeted each day with a live input from their class teacher, this session ends with a daily prayer. English and maths have a live input with the opportunity for children to ask questions and interact with the teacher. 3/5 afternoon lessons are taught through a

mixture of live and pre-recorded inputs by the teacher depending on the lesson. The children then leave the live lesson/input to apply learning and hand in their assignments. There is the opportunity for the children to ask questions in the lesson chat after the live lesson is finished. All live lessons are recorded. These can be downloaded or streamed on the lesson channel shortly afterwards. Our expectation is that these lessons, including the input and learning, should last for one hour. Children are encouraged to access Times Tables Rockstars/Sumdog/Numbots and /Reading Eggs/MyOn if they finish set work during the lesson time along with extra time out of those hours – this could result in a range of between 0.5 and 2 hours per week.

o LKS2 – The children in LKS2 are greeted each day with a live input from their class teacher, this session ends with a daily prayer. English, maths and 4/5 afternoon lessons have a live input with the opportunity for children to ask questions and interact with the teacher and supporting teacher. The children then leave the live lesson to apply learning and hand in their work. There is the opportunity for the children to ask questions in the lesson chat after the live lesson is finished. All live lessons are recorded. These can be downloaded or streamed on the lesson channel shortly afterwards. Our expectation is that these lessons, including the input and learning, should last for one hour. Children are encouraged to access Times Tables Rockstars and MyOn if they finish set work during the lesson time along with extra time out of those hours – this could result in a range of between 0.5 and 2 hours per week.

o UKS2 - Children will have a 'Meet and Greet' session every day with their teacher, this session ends with a daily prayer. The children also take part in one Circle Time each week. These sessions will not be recorded and will more informal than other time-tabled lessons. Children will have English and maths lessons in smaller, mixed class ability groups, while most afternoon sessions will be taught to the whole phase together. English, maths and the lessons on 4 afternoons a week, will have a live input with the opportunity for children to ask questions and interact with the teacher. The children can then leave the live lesson to complete their assignments and hand in their work. Children will be able to communicate with the teacher after the live lesson is finished, either by speaking to them via the lesson meeting or via the lesson chat. All live lessons are recorded. These can be downloaded or streamed on the lesson channel shortly afterwards. Our expectation is that these lessons, including the input and learning, should last for between 30 and 90 minutes, depending on the subject. Children are encouraged to either complete an optional assignment or access Times Tables Rockstars and MyOn if they finish set work during the lesson time. Children will also have a live spelling test each week which will not be recorded.

o Assembly – The SLT will lead a 30-minute assembly each week for all pupils to access.

o Physical Activity – Our Sports Lead currently leads 2 x 25 minute Live PE sessions. 1 x Infant and 1 x Junior.

o Friday Challenge – The staff will run a weekly 'challenge' that encourages

children to complete 'Enrichment' activities each week.

- **Recorded teaching**

  - o FS2 – The children have access to a pre-recorded RWI lesson daily taught by their own RWI teacher. Children then upload the work that they have completed to Tapestry. Children are encouraged to use Reading Eggs once they have finished the lesson. For maths, the children have a pre-recorded lesson or are directed to a lesson on the White Rose hub. Work completed from these lessons are then uploaded to Tapestry. Children are encouraged to use Sumdog once they have finished the lesson. Topic work is covered in the afternoons through a mix of pre-recorded lessons and tasks to complete on the grid. Any work completed is then uploaded to Tapestry.

  - o KS1 - Children who are part of RWInc lessons access recorded lessons taught by a RWI teacher from school who they are familiar with each day. There will then be an assignment set on Teams to link with the lesson for the children to access and complete after watching the recorded lesson. Any recorded teaching mentioned above is usually embedded within PowerPoints and given in live input so it can be explained.

  - o LKS2 – Children who are part of RWInc lessons access recorded lessons. Any recorded teaching mentioned above is usually embedded within PowerPoints and shared alongside a live input with an explanation from the LKS2 teachers.

  - o UKS2 – Within lessons/assignments, teachers may use recorded videos from commercial sites such as YouTube, the BBC etc. to support their teaching. They may also pre-record 'help' videos which the children can access when completing assignments, e.g. ICT 'how to code' videos.

- **Printed paper packs produced by teachers** (e.g. workbooks, worksheets) –

  - o Teachers work closely with parents via direct email to see if they can assist. Many parents very quickly have now moved to using their phone to join 'live' inputs or watch recorded sessions. The staff at Woodley CofE have planned their assignments carefully so that work can be submitted on paper or through the assignment function.

  - o Parents with no access to online learning, if not eligible to send their child to Key Worker school, will be directed to the BBC Teach series which has a daily schedule for Terrestrial TV. Printed resource packs that support the programme will be made available once DFE laptops have been distributed to families.

  - o Teachers will also print/share resources that they think are key to their pupils learning

Reading/ Writing

  - o Depending on their key stage, the children have access to the following

sites.

- Read, Write, Inc
- Reading Eggs
- MyOn
- Accelerated Reader for Quizzing.
- ZipTales – (selected children)
- Nessy – (selected children)

Maths

- MyMaths
- Conquermaths – (selected children)
- NumBots
- TTRockstars
- SumDog

Other

commercially available websites supporting the teaching of specific subjects or areas,including video clips or sequences

- Oak National Academy
- BBC IPlayer (CBBC)
- Twinkl

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

expectations for pupils' engagement with remote education

- Our expectation is that parents support their children to access our Remote Learning as far as possible and communicate with the school with regard to any problems they have with this so that they can be supported

expectations of parental support, for example, setting routines to support your child's education

- Parents to explain the timetable weekly and/or daily.
- Set children up with a good place to work

- o Provide access to family devices when available
- o Support children with understanding and completing assignments
- o YR to share their child's work on Tapestry
- o Support with photographing work and submitting to teacher if chosen to complete on paper.

Support children with joining live elements of the day

- o Support children with the rules of remote learning. (Camera and Microphone off when joining)
- o Attend live lessons to hear input with younger or SEN children if needed to support with engagement.
- o Ensure a quiet space to work.

Support children accessing recordings of lessons if unable to attend live elements

- o Assist children with navigating to channels where live recordings are posted.
- o Support as with Live Lessons.

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

how, and how often, will the school check pupils' engagement with remote education

- o Each teacher uses the 'Insight' tool in Teams to track attendance to live lessons, completion of assignments and engagement in 'chat'.
- o Staff complete monthly report to SLT for each individual pupil they are responsible for. This report focuses around completion of tasks/assignments and the quality of the work submitted.
- o what action you take where engagement is a concern, including how you will inform parents and carers
    - o Staff email parents when they are concerned about engagement. They understand the importance of listening to parents and will endeavour to support and help work through any barriers.
    - o If there is no response to email, staff phone parents.
    - o If there is no response to email or phone call staff escalate the matter to the SLT.

How will you 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:

- How will we assess pupils while they are away from school?

    Reading – Teachers monitor activity on the following sites and feedback to children as appropriate. Lack of engagement is acted upon quickly as per our school procedure.

    - MyOn Usage report

    - Accelerated Reader Quizzing data

    - Engagement in RWI lessons and return of Assignments

    - Reading eggs/eggspress - YR-Y2

- Assignment based work

    - Comprehension Express – Y5&6 – 2 x a week assignment

    - Reading Worms (guided reading) – Y3&4

Rubrics and Teacher feedback based on Success Criteria.

Pupils receive individual comments from their teachers in response to submitted work on Microsoft Teams. Additionally, Teachers use Rubrics in Y3-6 to provide feedback to children on the quality of work

Additional support for pupils with particular needs

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

We recognise that some pupils, for example 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:

- Direct communication with child's teacher
- Differentiated work
- Small ability groups in UKS2
- Challenge learning so that children may select the 'pitch' of their work
- SENCO email shared with parents should they require further support.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When school is open to the majority of pupils but an individual pupil has to self-isolate the approach is:

- They receive a Self-isolation learning grid. This grid is much like the one that school sends home in the event of a sudden school closure.

- The child is directed to Oak National Academy lessons and sent assignments through Teams where necessary. If they required a paper pack then this is also offered.

- The child is also allocated to a private channel within their class 'team' so that they can talk directly to their teacher should they need support.