

# Wootton Primary School Remote Learning Plan



Spellingframe



Since school has started in September, it has become a necessity for us to ensure that learning for children continues if they cannot attend school in person. This may be as a result of a national or local lockdown, or self-isolation. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. A child is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus;
4. The school is closed due to a local or national lockdown.

This is not for children who are ill with symptoms and unable to access work.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

The member of staff with overall responsibility for this plan is: Jamie Nairn

## Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, which includes White Rose Maths. Where a child is 'working from home' this will be supplemented by a range of resources provided by Oak Academy.

Children in Year 2 and above will remain in contact with their class teacher through Google Classroom. Children in Reception and Year 1, their parents can remain in contact with their class teacher through Tapestry and email.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

TTRockstars, Phonics Bug club, Spam and Spelling Frame are all used in school and can be used at home to support the acquisition and retention of basic core skills.

Google Classroom allows teachers to post specific work to children. They can complete the work, upload it and the teachers can provide feedback.

Tapestry allows teachers and parents to share photos and videos of work, with comments for feedback.

**In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Wootton Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.**

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Tapestry (Reception & Yr1)
- Phonics Bug Club (Reception - Y2)
- TT Rockstars (Y1-Y6)
- Google Classroom (Y2-Y6)
- Spelling Frame (Y3-Y6)
- Spag.com (Y3-6)
- Nessy (children with specific additional needs)
- MyMaths (Y2-Y6)

### **Worksheets and Practical Resources**

Our aim is to ensure that if a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery pack. **Parents must ensure that the stationary pack comes back to school full and complete.** Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting. Teachers will need to ensure that these are set up and master copies are given to Matt in the office. He will then arrange to have several packs 'ready to go', if a child goes home or receives a phone call from a parent first thing in the morning.

Children with specific additional learning needs will require packs made up specifically with resources and activities that meet their needs. This will need to be discussed with the SENCo, Louise. Class teachers should set up separate Google Classrooms for individuals or small groups who will need differentiated learning when learning from home, as they will not receive the scaffolding at home that they receive at school to access the same learning as their peers.

For history and geography, it is possible that the Reach curriculum booklets could be sent home, if teachers feel that this is appropriate. These lessons could also be delivered live by the teacher presenting the slides to the children, in the same way as English and maths lessons.

## Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered or posted out). In the case of whole cohort isolation, resources will be uploaded to either Tapestry or Google Classroom and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom or Tapestry, the class teacher will upload worksheets or activities between 4pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for maths and English lessons, the teacher can either direct the parent to a relevant Oak National, White Rose Maths online videos taught session or they could use Google Meet to teach directly to the isolated child at the same time as teaching to the rest of the class. This will take the form of the teacher sharing the presentation that they are displaying to the class. It may not be suitable for all children, and some may have issues with suitable devices. Where possible, school may be able to provide devices.</p> <p>History or geography lessons, where applicable, could also be 'presented' live as per English and maths. Other non-core lessons and resources will be uploaded to Tapestry or Google Classroom.</p> <p>Once the modelling is complete, if available the TA will check the isolating child's understanding before ending the Google Meet call to allow the child to complete the work.</p> <p>Where it is not possible for a child to access online learning, teachers must prepare a weekly pack of resources for English and maths, as well as other activities for non-core subjects, inline with what is being taught in school.</p> <p>In the event of teachers becoming ill, support staff will be required to 'take over' the Google Classroom or Tapestry account with resources being identified by the other phase teachers.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to <a href="mailto:office@woottonprimaryschool.org">office@woottonprimaryschool.org</a></p> <p>If a child is entitled to benefit-related FSM ensure food made available through Kingswood Catering.</p> <p>If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or Deputy DSL (record on My Concern).</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p> <p>Continued failure to engage, the class teacher must refer to the headteacher to decide on the best course of action.</p> <p>If a child with recognised SEND is isolating, then the teacher and SENCo work together to provide appropriate online learning. The SENCo will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p> <p>SENCo will carry out welfare calls, at least once a week, for those with SEND.</p>



A whole class of children are self-isolating because of a case of coronavirus in their year group bubble, teacher providing remote teaching	
Ongoing Support	Safeguarding/SEND
<p>Teachers will share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using Google Classroom or Tapestry, the class teacher will upload worksheets or activities between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>Teaching input is required for core lessons, the teacher will always endeavour to provide live lessons for the input of main parts of lessons (approximately 20 mins) . This may take the form of the teacher just sharing the presentation for the lesson, if the teacher does not wish to show themselves. It may not be suitable for all children, and some may have issues with suitable devices. Where possible, school may be able to provide devices. The lesson will be recorded for those to access at another point if they are unable to access them live. This recording will then be placed on the Classroom for children and parents to access.</p> <p>If technology or wifi prevent this from happening, the teacher as a last resort can either direct the parent to a relevant Oak National taught session or they could record their lessons for writing to ‘teach’ directly to the isolated group of children.</p> <p>History or geography lessons, where applicable, will also be live, but again could also be ‘presented’ recorded again if technology prevents live teaching. Other non-core lessons and resources will be uploaded to Google Classroom or Tapestry.</p> <p>Where it is not possible for a child to access online learning, school may be able to provide devices for children to use with agreement with the parents. As a last resort, teachers must prepare a weekly pack of resources for English and maths, as well other activities for non-core subjects.</p> <p>For Reception and Year 1, daily phonics lessons need to be planned, in addition to maths/number, reading and writing.</p> <p>In the event of teachers becoming ill, support staff will be required to ‘take over’ the Google Classroom or Tapestry account with resources being identified by the other phase teachers.</p>	<p>School office to contact parents to communicate test results to <a href="mailto:office@woottonprimaryschool.org">office@woottonprimaryschool.org</a></p> <p>If children are entitled to benefit-related FSM ensure food made available through Kingswood Catering.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or Deputy DSL (record on My Concern).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p> <p>If a child with recognised SEND is isolating, then teacher and SENCo work together to provide appropriate online learning. The SENCo will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p> <p>SENCo will carry out welfare calls, at least once a week, for those with SEND.</p>

A whole school closure because of local or national lockdown	
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