



## Waltham-on-the-Wolds CE Primary School

### Remote Learning Plan



## Parent's Guide to Remote Learning - Spring Term National Lockdown

As of January 5<sup>th</sup> 2021, most pupils at Waltham-on-the-Wolds CE Primary School are learning from home. The government has set standards for schools relating to remote learning within this broader document, <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>.

Experience tells us that these expectations may change. When they do, this guide will also change.

If the information is not clear or helpful enough within this guide, please communicate with your child's teacher. If you remain unhappy or unclear, please liaise with Mrs Garnett via Seesaw or the school office: [office@waltham.leics.sch.uk](mailto:office@waltham.leics.sch.uk). If you remain dissatisfied, please contact the office to make a virtual appointment with the Executive Head teacher, Mrs Hopkins.

Remote learning doesn't mean that all children will take part in 'live' lessons via the internet or indeed require the internet to access learning; however, we recognise that computer technology is a proven effective means for teachers to teach and children to learn and the vast majority of families do have access to the internet, so we base our provision around this. We appreciate and understand that many families will have significant barriers to access online learning through lack of suitable devices, time pressures or intermittent internet access. Wherever possible we will support families to be able to work online to ensure that regular and effective feedback is given to pupils at home to enable their learning to move forward during the time they are not at school.

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

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. Below is a subject overview:

Subject	Yes, we are following our schools planned curriculum	No, but here is more information
Mathematics	✓	

English	✓	
Phonics*	✓	
Science	✓	
PE		✓, Challenges and activities will be set for the children to engage with either at home or at school, Mr Morley will be providing pre-recorded lessons for all children to participate in.
Design and Technology		✓, many DT lessons require children to access materials and tools. DT will not be part of our initial remote learning offer but we will add additional DT learning when all children return.

\*Please note that phonics lessons are part of the daily offer for children in Reception, Year 1 and Year 2. They will also be included in some older pupils' personalised timetables, to help with learning that was missed last year during the first lockdown.

### **Collective Worship**

As a church school, we believe that collective worship plays a central role in our school's life. It provides us with valuable opportunities to reaffirm our values and ethos. It offers important opportunities to strengthen our sense of community, belonging and inclusiveness and to reinforce the respect and care we have for each other, our community, and the wider world. Through collective worship we make a significant contribution to the religious, spiritual, moral, social and cultural development of those present. Our vision is 'Let your light shine' (Matthew 5:16) and collective worship provides a valuable vehicle for achieving this.

Therefore, there will be collective worship three times per week that will be led by Mrs. Hopkins, the team of clergy from the Framland partnership and the Waltham clergy team who work with us.

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

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

Remote education (including remote teaching and independent work) will take pupils broadly three hours each day if they are in Key Stage (KS) 1 and four hours if they are in Key Stage 2. The age of the pupils will dictate how the remote education is structured. Your child's weekly timetable will be sent out every Sunday, although this may change if it works better for the class teacher, children and parents. In appendix 1 you will find a copy of an example of a typical KS1 and KS 2 week.

### **Accessing remote education**

#### **How will my child access any online remote education?**

We use Microsoft 365 and Seesaw. This means that all our virtual lessons are delivered through MS Teams or via the Activities link on Seesaw. For MS Teams you will find helpful 'how to guides' on our website by clicking here: <https://www.waltham.leics.sch.uk/remoteteaching.htm> . If your child is having any problems accessing their MS Teams channels, please contact the class teacher via Seesaw.

We also use Seesaw to communicate information linked to remote learning, including timetables, resources, teaching videos and provides a useful means for children to upload their work and receive feedback.

Having the two platforms is beneficial if one of them fails to work.



#### **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: we will be able to order small laptops from the Department for Education which we will be able to loan out to families and may also be able to let families borrow a school laptop/ipad. We have a limited supply of data SIM cards that we can give to families to support their internet access and can also loan routers/dongles if needed. We will offer one-to-one sessions if needed to help with accessing the apps we are using.

If families still cannot access the remote learning online despite help and support, we will provide printed materials which can be safely collected weekly from school; staff will then contact these families via phone to speak to pupils and arrange how the work can be submitted and feedback can be given. We may also be able to offer school places to ensure pupils can access learning.

It is therefore essential that we maintain regular communications with our parents and trust that parents contact us via the school office should they have any problems.

### How will my child be taught remotely?

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

Subject	How it will be taught
Mathematics	Live lessons each week, delivered by our staff Live feedback sessions Pre-recorded sessions PowerPoints or presentations with voice overs Links to online videos White Rose; My Maths
English	Live lessons each week, delivered by our staff Live feedback sessions Power points or presentations with voice overs Jane Considine 'The Write stuff' lessons Links to online videos
Phonics*	Live lessons each week, delivered by our staff using Read Write Inc Links to online videos Pre-recorded sessions
Science	1 recorded lesson a week delivered through the Oak National Academy, espresso or BBCBitesize



For those subjects we are not teaching remotely here are some interesting/helpful websites.

PE	Weekly session on Seesaw from Mr Morley Links to Joe Wicks sessions, Cosmic Yoga videos and Go Noodle.
Music	Oak National Academy has recorded lessons by specialist teachers

	<a href="https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/music">https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/music</a> <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/music">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/music</a> <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/music">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/music</a>
Computing	<p>Oak National Academy has recorded lessons by specialist teachers for KS2 children  <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/computing">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/computing</a>          Espresso has recorded lessons <a href="https://www.discoveryeducation.co.uk/">https://www.discoveryeducation.co.uk/</a>          Power points or presentations with voice overs</p>
Modern foreign languages	<p>BBC Bitesize          Teachwire resources</p>

### **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?**

**We expect pupils to:**

- participate fully in the planned timetable of learning, joining live lessons, carrying out independent work and submitting work
- remember our school values of friendship, love, perseverance, respect and compassion and bring their best selves to online lessons and all home learning.
- stay safe on-line and follow all guidance, rules and expectations e-safety including Zip it-Block it-Flag it.
- behave sensibly and respectfully, just as they do when in the classroom and maintain a positive attitude towards their learning.
- work independently when expected and not rely on parents to help or do the work; teachers are available during the school day to ask for help.

**We would like your help to:**

- emphasise that school has not closed, there are just far less children coming in every day. That means that every weekday is a school day for them and their class.
- contact your child’s teacher if you or your child are having any difficulties accessing learning.
- praise your child’s efforts; it is very different learning away from school.
- ensure your child thinks for themselves when completing schoolwork and avoid doing it for them. The teacher is the person to teach new concepts and information as per their timetable and we do not expect you to do this.

Parents must understand that engagement in remote learning is compulsory, as is the expectation that we make that provision available and accessible to all. However, if children themselves are too ill to participate in the lesson then they would not be expected to engage in the home learning for that day and we

would ask parents to inform us of their absence in the same way we would if the child was expected to be in school. Pupil's engagement in remote learning will be monitored daily and any concerns from either school or parents/carers will be raised quickly via a phone call.

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

- At the beginning of each day, we take the register, just like we would in school or the teacher keeps a log of all communications; if there is no communication, we follow this up as all children are required to attend.
- Each live MS Teams lesson will also have a register of participants.
- Teachers will report attendance to leaders, just as they would if we were in school.
- If we notice that children are not attending online or working through their paper materials, their teacher will make contact with you, to see how we can help.

### **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:

- There will be an element of review in every live lesson, to make sure pupils are ready for new learning. Feedback to pupils may be on a whole class basis or directed to individuals or groups of pupils.
- When we start a new block or unit of work, we will use quizzes to see what has been remembered to help us decide what we may need to re-teach.
- At some point in the day there will be written or verbal feedback on work that has been submitted.
- When teachers see that children are finding learning difficult, they will provide more detailed feedback.

### **Additional support for younger pupils or with those 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 know that younger pupils can find listening for long periods of time difficult. We also know our Year 1 children missed a lot of their Reception Year. To best help them enjoy and learn remotely we will:

- Have shorter but more frequent teacher live sessions.
- Focus a lot on practising the basics because we know that repetition is really important.
- Provide teaching videos by school staff, staff from our partnership schools or/and appropriate websites
- Focus on daily phonics and active learning.

There is an expectation that pupils with special educational needs and disabilities (SEND), are considered 'vulnerable' as defined by the DFE and as such, are expected to be in school. However, we understand that this may be unsettling for some children, as school will be different to how it usually is (possibly with different adults in the room, different children from other bubbles forming new bubbles and routines changed, etc.) so some parents may choose to keep their child home. We recognise that some therefore 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:

- Where children would normally receive additional support from SEND agencies, the SENDCO (Mrs Cahill) will make arrangements for those to continue via Teams as long as the agencies engage.
- SEND pupils who receive extra support from staff in school to help with specific targets as set by supporting external agencies will have additional support offered via phone calls/ tem meetings at least twice per week as appropriate.
- The SENDCO will share appropriate on-line lessons such as Oak National SEND lessons with teachers who will disseminate accordingly. Additional resources may be supplied by the school either physically or virtually to support learning.
- SEND pupils who receive extra support from staff in school with specific targets as set by supporting external agencies will have additional support offered via phone calls/Teams meetings at least twice a week (as appropriate).

### **How can I communicate with school?**

Should you need to contact school please email the office or contact the class teacher via Seesaw. Staff correspondence with parents via Seesaw will cease at 4.30pm, unless the teacher needs to manage their time differently due to their own personal circumstances. Emails may not be answered straight away, particularly as the teacher has live lessons to plan and deliver; record teaching videos and upload; provide feedback on learning, addressing any misconceptions; support individuals; and provide essential supervision in school for critical worker and vulnerable children. However, school will endeavour to reply as soon as possible and within 24 hours during the working week; staff are not expected to correspond with parents during the weekends and holidays, unless there are exceptional circumstances, e.g. a safeguarding concern.

If you need an urgent reply, then always contact the teacher via the school office.

Emails sent after 12.30pm may not be picked up until the following day as staff will be concentrating on preparing the next day's work. They may also have training events or meetings to attend virtually, reports, assessment data analysis or other school improvement work. Everyone must recognise that the health

and well-being of our staff is crucial for the effective planning and delivery of remote learning and that they too, may be combining work with caring for their own children.

For further queries about our provision, please contact Mrs Hopkins via the office email.

J V Hopkins, D Garnett January 2021



Example of a Key Stage 1 timetable

Please see below the timetable for the week. [These are links to websites or video lessons.](#) I will upload all activities where noted on Seesaw daily and you can find them in your 'To Do List'. Please share your work using Seesaw and either myself,

Suggested times	Morning 9.00-9.50		Morning 10.30-10.50	Morning 11.00 - 11.45			Afternoon 1.15-2.15	Afternoon 2.15 - 2.30	2.45pm
Monday	<b>MATHS (VL)</b> YR 1 & 2. Yr 1: Counting in 10s. Yr 2: 10 times-table. <i>Activity in Seesaw</i>	<b>BREAK</b>	<b>PHONICS AND SPELLING</b> Choose RWI Set 3 sound.	<b>ENGLISH VIPERS</b> <i>Activity in Seesaw</i>	<b>LUNCH</b>	<b>Independent Reading - Daily activity on Seesaw</b>	<b>SCIENCE (VL)</b> Identify the difference between objects and materials. <i>Activity in Seesaw</i>	<b>LIVE FEEDBACK &amp; STORYTIME</b> <i>Access via Teams.</i>  Followed by your favourite <a href="#">GO NOODLE</a> .	<a href="#">COLLECTIVE WORSHIP</a> 2.45pm On Zoom.
Tuesday	<b>MATHS (VL)</b> Year 1 & 2: Add by making 10. <i>Activity in Seesaw</i>		<b>PHONICS AND SPELLING</b> Choose RWI Set 3 sound.	<b>ENGLISH COMPREHENSION</b> <i>Activity in Seesaw</i>			<b>GEOGRAPHY</b> Finding North America. Create a fact file on North America. Use your writing, drawing and crafting skills. <i>Activity in Seesaw</i>	<b>LIVE FEEDBACK &amp; STORYTIME</b> <i>Access via Teams.</i>	<b>FEDDBACK ACTION TIME</b>
Wednesday	<b>MATHS (VL)</b> Year 1: Add by counting on within 20. Year 2: Add a 2-digit and 1-digit number crossing 10. <i>Activity in Seesaw</i>		<b>PHONICS AND SPELLING</b> Choose RWI Set 3 sound.	<b>ENGLISH GRAMMAR</b> Sequence the story of Columbus. <i>Activity in Seesaw</i>			<b>PE SESSION</b> <a href="#">Can you complete the challenge?</a>	<b>LIVE FEEDBACK &amp; STORYTIME</b> <i>Access via Teams.</i>	<b>FEDDBACK ACTION TIME</b>
Thursday	<b>MATHS (VL)</b> YR 1: Subtract across 10. Year 2: Subtract 1 digit from 2 digit crossing 10. <i>Activity in Seesaw</i>		<b>PHONICS AND SPELLING</b> Choose RWI Set 3 sound.	<b>ENGLISH HANDWRITING</b> Watch the <a href="#">video</a> on d and g Practice in your English book. <i>Activity in Seesaw</i>			<b>RE LESSON -</b> Find out about the <a href="#">religion of Islam</a> and a story about the Prophet Muhammad. Complete the activities enclosed and upload to Seesaw.	<b>LIVE FEEDBACK &amp; STORYTIME</b> <i>Access via Teams.</i>	<b>OPEN THE BOOK - COLLECTIVE WORKSHOP</b> <i>Access via Teams.</i>
Friday	<b>MATHS (VL)</b> Yr 1 & 2: Compare number sentences. <i>Activity in Seesaw</i>		<b>PHONICS AND SPELLING</b> Choose RWI Set 3 sound.	<b>ENGLISH</b> Create a diary of your arrival in the Americas. <i>Activity in Seesaw</i>			<b>ART-</b> Can you find any rocks at home? Try painting a colourful design.	<b>REFLECTION TIME &amp; STORYTIME</b> <i>Access via Teams.</i> 2.45- 3.00	