

Winford Primary School 2020 – 21 Remote Learning Planning

What did we learn from lockdown in the Spring/ Summer terms 2020?

At first, we felt distanced from our pupils, but by using technology teachers quickly developed our school offer to include:

Pastoral Support

- Group and whole class pastoral opportunities for all pupils through MSTeams
- Phone calls to families and children
- ClassDojo and email to communicate directly with classteachers
- In school provision for most vulnerable children

Academic Support

- Work set and returned using ClassDojo
- Lessons through Oak National Academy
- Individual learning packs for children with limited access to internet
- Set tasks for children to complete across all curriculum areas
- ClassDojo or email to communicate directly with classteachers

This offer evolved over the lockdown and represented a growing understanding of the technology available to us whilst acknowledging that teaching remotely will not be the same as teaching in the classroom.

What are we aiming to achieve through our remote teaching?

We need to ensure that our remote learning offer is:

Easy to access

- Children have access to Teams/Tapestry/ClassDojo and appropriate hardware to access online learning
- Staff have appropriate training and confidence to deliver remotely

Harder to stop

- Our curriculum continues in the event of individual, class or whole school closures
- A structured timetable, closely following that in school, will give children a structure they are familiar with and will support them to be on task and limit distractions from the home.
- Ensure that all teaching sequences have high quality teacher input and explanations; opportunities for children to apply learning; learning is assessed through submitted work and feedback is given; low stakes quizzes and frequent opportunities to review and revise learning.

Easier to restart

- We aim to create curriculum continuity with our remote learning offer so that it can be picked up again, in school, when individuals or classes return to face to face teaching.
- Opportunities for additional support and teacher input that reduces misconceptions, and difficulties, so children's learning journeys aren't halted by barriers to progress.
- Regular opportunities for assessment and feedback to enable both teachers and children to have a clear understanding of their current learning.

What are the tools available to us for achieving this?

We will primarily use ClassDojo for teachers to communicate directly with parents and vice versa. This platform will also be used to provide work to pupils in the event of individual isolation.

We are also using MSTeams to deliver wider teaching support for our pupils and their families in the event of whole class or whole school closures as it provides the ability to deliver live video. All children from Year 1 up have Microsoft accounts and access to online reading schemes. Families are supported to access these.

We need to ensure that, in the event of a partial or full school closure, children have access to IT equipment to access daily lessons.

We need to ensure that all staff have additional training to support the delivery of wider Home Learning through MSTeams.

How will our remote learning be structured?

Remote learning will be sent out via email and / or Dojo weekly. Weekly tasks for each subject will be set up to allow children to submit work. This will allow families to access learning if/ when they need it. We will aim to use MSTeams as a method of sharing work to build confidence in the platform.

Individual Children who are isolating for less than 5 days (eg. waiting for a test result), but able to work:

Pastoral		
What support will school provide?	What will school staff do?	What do families need to do?
Access to teacher via year ClassDojo	Check ClassDojo daily	Use ClassDojo or email teacher if needed
Daily / weekly phonecalls from classteacher or pastoral lead to vulnerable families.	Teacher / pastoral lead to make phone calls	Answer call
Children with 1:1 SEND support: daily phonecalls from LSA	LSA make phone calls	Answer call
Academic		
Reception: Autumn Term: daily phonics tasks set via email Spring term onwards: English (Oak) shared	Remote learning table with lessons posted via email. Tasks set weekly for English, maths and foundation subjects so that children can submit work via Tapestry.	Families support children to complete work and submit finished tasks via Tapestry
Y1 – 6: Teacher set daily English (Oak) and Maths (White Rose) lessons on Teams. Foundation subjects set (history, geography) shared as appropriate.	Remote learning table with lessons posted via email / Teams. Tasks set weekly for English, maths and foundation subject so that children can submit work.	Families support children to complete work and submit finished tasks via Teams
Children with 1:1 SEND Support: Daily live Teams session with 1:1 LSA supporting key SEND targets as appropriate and checking in	Teachers set up daily sessions with children via Teams (as a meeting) for LSA. Ensure that parent is present during session. Follow other safeguarding instructions (eg. Record session)	Families support children to access sessions.

Individual Children who are isolating for 5 days – 2 weeks (e.g. positive test result, household self-isolating):

Pastoral		
What support will school provide?	What will school staff do?	What do families need to do?
Access to teacher via year ClassDojo	Check ClassDojo daily	Use ClassDojo or email teacher if needed
Daily / weekly phonecalls from classteacher or pastoral lead to vulnerable families.	Teacher / pastoral lead to make phone calls	Answer call

Children with 1:1 SEND support: daily phonecalls from LSA	LSA make phone calls	Answer call
Weekly check in with classteacher (can be in a small group if more than one child out of school).	Set up weekly check in for children not in school to attend via Teams (Teacher to choose time around teaching responsibilities).	Support child to attend check in.

Academic		
Reception: Autumn Term: daily phonics tasks set via email Spring term onwards: English (Oak) shared	Remote learning table with lessons posted via email. Tasks set weekly for English, maths and foundation subjects so that children can submit work via Tapestry.	Families support children to complete work and submit finished tasks via Tapestry
Y1 – 6: Teacher set daily English (Oak) and Maths (White Rose) lessons on Teams. Foundation subjects set (history, geography) shared as appropriate.	Remote learning table with lessons posted via email / Teams. Tasks set weekly for English, maths and foundation subject so that children can submit work.	Families support children to complete work and submit finished tasks via Teams
Children with 1:1 SEND Support: Daily live Teams session with 1:1 LSA supporting key SEND targets as appropriate and checking in	Teachers set up daily sessions with children via Teams (as a meeting) for LSA. Ensure that parent is present during session. Follow other safeguarding instructions (eg. Record session)	Families support children to access sessions.
All children: Weekly individual reading with year group TA	Year group TA set up reading session via Teams around teaching commitments. Invite children to attend reading session.	Families support children to access reading session.

Anticipated provision: Whole class closure (probably 2 weeks): SHIFT TOWARDS TEAMS

It is likely that year group TA will support teacher with remote learning sessions.

Pastoral		
What support will school provide?	What do school staff need to do?	What do families need to do?
Access to teacher via year ClassDojo	Check ClassDojo daily	Use ClassDojo or email teacher if needed
Daily / weekly phonecalls from classteacher or pastoral lead to vulnerable families.	Teacher / pastoral lead to make phone calls	Answer call
Children with 1:1 SEND support: daily phonecalls from LSA	LSA make phone calls	Answer call

Vulnerable families/ children: weekly phone check-ins with teacher or pastoral lead	Teacher / pastoral to phone on weekly basis and record response.	Answer phone.
Academic (expectation that all children will attend these lessons) Daily Timetable used		
Foundation Stage: Daily live phonics lessons.	Teacher to share daily lesson links on daily timetable on Teams	Support children to access learning.
Daily live (or recorded) maths lessons via Teams, daily English lessons from Spring term onwards.	Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Class TA to support live lessons.	
Phonics intervention / reading with either classteacher or TA via Teams for children needing additional support.	Classteacher and TA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).	
Weekly individual reading with classteacher or TA.	Classteacher and TA to invite pupils to attend reading session via Teams meeting (at time available to staff)	
Foundation subject lessons delivered through Oak.	Classteacher to share daily lesson links on daily timetable on Teams.	
2 x weekly live story session with teacher	Classteacher to invite class to attend Storytime session via Team meeting. Class TA to support.	
Year 1 – 6: Daily Welcome each morning to share daily timetable.	Classteacher to invite class to attend daily welcome via Team meeting. TA to support.	Support children to access learning.
Daily live or pre-recorded lessons via Teams for English and maths	Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. TA to support live lessons.	
Guided Group opportunities for English and maths on a daily basis.	Classteacher to invite pupils to attend session via Teams meeting at set time. TA to support.	
Year 1 and 2 only: daily recorded phonics lessons.	Classteacher to share lesson links on daily timetable.	
Weekly live story session with teacher.	Classteacher to invite class to attend story time session via Teams meeting.	
Foundation subject lessons delivered through Oak.	Classteachers to share lesson links on daily timetable.	
All children: Fortnightly group or individual reading with year group TA (FS – Y2 individual, Y3 – 6 small group)	TA to set up groups and invite either groups of individuals to attend reading session via teams meeting.	Parent/ carer present during individual reading.
SEND Pupils: 1:1 daily sessions with TAs and individual learning packs to support individual targets. (as appropriate)	TAs to invite pupils to attend sessions via meeting on Teams.	Parent/ carer present during session.
Assessment and Feedback (all children): Submit work for each lesson via Teams assignments.	Set up daily assignments for children to submit completed work for each lesson that day (as appropriate)	Support children to submit work and review feedback
Feedback given via Assignments with the opportunity to resubmit.	Give feedback via teams assignments.	

Regular low stakes quizzes and tests to assess pupil learning.	Set up quizzes as appropriate to assess pupil learning.	
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Anticipate provision: Whole school closure:

The expectation is that some support staff (TAs, HLTAs, SMSAs, Sports Coaches) would facilitate key worker provision and teachers and remaining TAs provide class learning across the school.

Pastoral		
What support will school provide?	What do school staff need to do?	What do families need to do?
Weekly small group check-ins with teachers via Teams (all year groups)	Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)	Support children to attend session.
SEND Pupils: daily welcomes with 1:1 TAs	TAs to set up meeting on Teams for pupils and invite them to attend.	Support children to attend.
Vulnerable families/ children: daily/ weekly phone check-ins with teacher	Teacher to phone on daily/ weekly basis and record response.	Answer phone.
Academic (expectation that all children will attend these lessons)		
Foundation Stage:		
Daily recorded phonics lessons.	Teacher to share daily lesson links on daily timetable on Teams/Tapestry.	Support children to access learning.
Daily recorded or live maths lessons via Teams, daily English lessons from Spring term onwards.	Invite pupils to live lessons via Teams meeting or share link if pre-recorded.	
Phonics intervention / reading with either classteacher or TA via Teams for children needing additional support.	Classteacher and TA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).	
Weekly individual reading with classteacher or TA.	Classteacher and TA to invite pupils to attend reading session via Teams meeting (at time available to staff)	
Foundation subject lessons delivered through Oak.	Share daily lesson links on daily timetable on Teams.	
Daily live story session with year group teacher	Invite year group to attend Storytime session via Team meeting. Class TA or another teacher to support.	
Year 1 – 6: Class Daily Welcome each morning to share daily timetable.	Invite class to attend daily welcome via Team meeting.	
Daily live or pre-recorded lessons via Teams for English and maths	Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Teacher to support live lessons.	
Guided Group opportunities for English and maths on a daily basis.	Invite pupils to attend session via Teams meeting at set time. Teacher to support.	
Year 1 and 2 only: daily recorded phonics lessons.	Share lesson links on daily timetable.	
Weekly live story session with teacher.	Invite class to attend story time session via Teams meeting.	

Foundation subject lessons delivered through Oak.	Share lesson links on daily timetable.	
All children: Fortnightly group or individual reading with year group TA (FS – Y2 individual, Y3 – 6 small group)	Teacher or TA to set up groups and invite either groups or individuals to attend reading session via teams meeting.	Parent/ carer present during individual reading.
SEND Pupils: 1:1 daily sessions with TAs and individual learning packs to support individual targets. (as appropriate)	TAs to invite pupils to attend sessions via meeting on Teams.	Parent/ carer present during session.
Assessment and Feedback (all children): Submit work for each lesson via Teams assignments.	Set up daily assignments for children to submit completed work for each lesson that day (as appropriate)	Support children to submit work and review feedback
Feedback given via Assignments with the opportunity to resubmit.	Give feedback via teams assignments.	
Regular low stakes quizzes and tests to assess pupil learning.	Set up quizzes as appropriate to assess pupil learning.	

This is our aspirational view on the offer we would like to deliver in the events listed above. Owing to unknown factors like staff illness and the possibility of teachers contracting COVID-19, we cannot guarantee that this offer will be fully delivered. However, where possible we will endeavour to make this our vision for home learning.