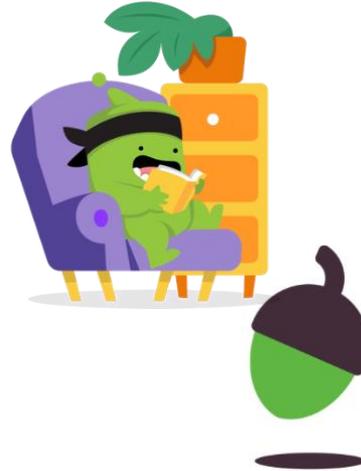


# Ursula Taylor C of E School

Remote / Online Learning Provision

January 2021



## Introduction:

This information is intended to provide clarity and transparency to children, parents and stakeholders about what they can expect from the remote learning / Online provision at Ursula Taylor C of E School. This document details the provision which will be put in place through the National Lockdown (January 2021) and for any 'bubbles' which are required to close due to an outbreak.

At Ursula Taylor we use Class Dojo as our remote learning platform. This is used to upload timetables, videos, work, daily zoom information and as a tool for children to upload their work to receive feedback and communication.

All parents are required to have access to Class Dojo and check regularly for new information.

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

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

From the first day isolating or on lockdown, children will be able to immediately access Home Learning. Each class has a Home learning timetable uploaded on a weekly basis to our Class Dojo platform, which all children and parents can access when required. This timetable mirrors, where possible the work which is taking place in class on a face to face basis. Lessons planned are progressive, ensure that new learning is included and allow for revisiting and revising key skills and knowledge.

Each day on the home learning timetable contains:

- 1 x English lesson
- 1 x Maths lesson
- Reading and Spelling



- 1 x afternoon lesson (This matches what is in place on the school timetable e.g., Science, Topic (Geography, History, Art / DT), RE and Values.

### What curriculum will the children be learning?

The curriculum offer within our Home Learning will cover as much of the National Curriculum as possible. Lessons provided on the home learning timetable will mirror the lessons delivered on a face-to-face basis in school. Lesson planning, for both in school and home learning will ensure that children experience the following:

- A series of lessons which build upon each other, ensuring progression
- Lessons which offer an opportunity to learn new skills and knowledge
- Lessons which provide opportunities for revision and practice
- Activities and tasks which allow children to demonstrate new learning and progress
- A mixture of recorded lessons and some short live sessions
- An opportunity to share the work completed with peers and staff and received feedback to further support learning.



The weekly home learning timetable features a range of links to video lessons from Oak National Academy, White Rose Hub, Jane Considine and BBC Bitesize. The timetable contains links to allow easy access to sessions to be used at home.

Home Learning Timetables.

This is a snippet of a Home Learning timetable which is produced and provided on a weekly basis.

Timetables are carefully structured to ensure that lessons are progressive and ensure a mixture of recapping and new learning.

Interspersed with the lessons are zoom meetings. These provide a range of opportunities for keeping in touch and supporting learning / giving feedback.

Home learning timetable					
Year group: 6					
Date:18/01/21					
Please share your completed work via Dojo. You can send this by uploading photos to the activities in your portfolio under the different activity headings.					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Wake Up &amp; Shake Up</b> <i>Remember to share any pictures or record of achievements that you have.</i>	PE with Joe is Back: The Body Coach TV Link: <a href="https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ</a> Or use the <b>January Activity Calendar</b>	Try some dancing to <b>make you feel good:</b> Saskia's Dance School for Kids Just Dance Or Put on your own music and dance and sing Or use the <b>January Activity Calendar</b>	PE with Joe The Body Coach TV Link: <a href="https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ</a> Or use the <b>January Activity Calendar</b>	Thoughtful Thursday <b>Zoom along with Mrs Shaw at 9am</b> – If you could change one thing in the world what would it be? <a href="https://zoom.us/">https://zoom.us/</a> <b>Meeting ID: XXXXXX</b> <b>Passcode: XXXXX</b>	PE with Joe The Body Coach TV Link: <a href="https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ</a> Or use the <b>January Activity Calendar</b>
<b>Morning session 1</b> <i>Remember to use the answers to mark your work and add a self-assessment face to indicate how happy you are with your learning before uploading onto Dojo, thank you.</i>	<b>Maths</b> <b>Recap</b> Decimals up to 2 decimal places (d.p.) Video Link: <a href="https://vimeo.com/485432781">https://vimeo.com/485432781</a> Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf</a>	<b>Maths</b> <b>Recap</b> Understand thousandths Video Link: <a href="https://vimeo.com/48550430">https://vimeo.com/48550430</a> Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf</a> Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf</a>	<b>Maths</b> Three decimal places  Video Link: <a href="https://vimeo.com/487196408">https://vimeo.com/487196408</a> Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO1-Three-decimal-places-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO1-Three-decimal-places-2019.pdf</a> Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO2-Multiply-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO2-Multiply-by-10-100-and-1000-2019.pdf</a>	<b>Maths</b> Multiply by 10, 100 and 1,000 Video Link: <a href="https://vimeo.com/487198038">https://vimeo.com/487198038</a> Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf</a> Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf</a>	<b>Maths</b> Divide by 10, 100 and 1,000 Video link: <a href="https://vimeo.com/488186549">https://vimeo.com/488186549</a> Worksheet: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf</a> Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y6-Spring-Block-1-WO3-Divide-by-10-100-and-1000-2019.pdf</a>

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?



The curriculum in place in school is broad and balanced and covers all relevant aspects of the National Curriculum. The curriculum which has been provided for Home learning is broadly the same with adaptations made to ensure that the lessons and tasks can be completed in a home environment which may or may not have equipment / resources. They are also created to allow for a differing range of adult support from parent whom are working at home and have differing amounts of time to be able to support their children's learning.

The in school curriculum and home learning provision may differ in the following ways:

- Art / DT lessons may need to be resourced differently depending on the planned activity
- PE lessons will need to be based on individual skills and activities and not team games which will take place in class bubbles.
- French / Music will rely on online videos and task at home more than at school, to support parents who may not
- Activities and tasks may differ depending on how much teaching is required during the face-to-face lessons.

**The remote curriculum: What is taught to pupils at home.**

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

We expect that remote / online provision will take pupils broadly the following numbers of hours each day:

Reception: No set number of hours, this is left to the discretion of our parents to determine how much / how little their children can cope with. The provision offered will be similar to that of KS1.

Key Stage 1: A minimum of 3 hours

Key Stage 2: A minimum of 4 hours

**Accessing remote education.**

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

Class Dojo will be used as a tool for communication and also as a resource to upload children's completed work to. All parents have access to this secure and GDPR safe platform.

Timetables and details of zoom Keeping in Touch sessions, additional activities will be uploaded to Dojo on a weekly / daily basis.

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



We have a small number of digital devices (Chromebooks) which can be loaned to children if they have WIFI capability at home. For children who do not have WIFI capability, we can provide a paper-based learning pack which matches the activities and learning on the home learning timetable.

We have been allocated 17 Chromebooks from the DfE, which are now available for loan to children who would benefit from them.

Parents/ Children can all access Class Dojo which can be used to keep touch with school and to upload photos of the work their child has completed. If parents are unable to do this or it uses too much data, paper copies can be returned to school for Teachers to review and offer feedback on.

### How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy, White Rose Hub, Jane Considine)
- Zoom catch up sessions which will share top tips, teaching or information about the planned lessons. This will provide an opportunity for contact, feedback and preparation for the next lesson / day.
- Pre-recorded videos which are uploaded to Class Dojo, sharing phonics, handwriting or story ideas.
- Printed paper packs for those who require them.
- Text books such as CGP and reading books from home.
- A list of useful websites which can be accessed to support learning from home.
- Project work, e.g. linked to topics where relevant. This will be minimal and as enrichment rather than daily timetabled learning.



### **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 that all children will engage with their home learning. The DfE guidance states that there should be 3 hours of home learning for children in KS1 and 4 hours for KS2 children.

Children are asked to work through the home learning timetable and upload photos of completed work onto Class Dojo for Teachers to review and offer feedback on. Lessons are based on Oak National Academy and White Rose Hub and supplemented with zoom meetings to discuss the lessons, review the work the children have been doing and to have contact to support the children's social, emotional and pastoral needs.

Children are encouraged to join as many zoom sessions as they can, however there are times when this may not be possible due to clashes with zoom for siblings or parent work commitments.

We ask that parent support their children's learning where they are able to and post photographs of the work they have completed for staff to review and feedback on.

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

Staff will be reviewing Class Dojo on a regular basis. This includes looking at the portfolios to see what work has been completed. Feedback will be offered on the work submitted. This feedback will indicate children's successes and also next steps for development to ensure that children can review and improve their work where appropriate.



Zoom sessions will be monitored to check for engagement and to ensure that we are keeping in touch with children that are not at school. Zooms will happen twice a day and additional zooms may be offered for Collective Worship, extra sessions or special occasions on an ad hoc basis.

If we are unable to make contact through zoom sessions, we will use the message function in Class Dojo to contact parents to express concern about their child's lack of engagement. If we are still unable to make contact, a referral will be made to a senior member of the team (Mrs Lee, Ms Hall or Mrs Morrall) who will make contact on behalf of the class teacher.

How will you assess my child's work and progress?

Staff will review work that has been posted on Dojo or returned to school if a parents is unable to upload it. Feedback will be supportive and encouraging but will also encourage children to review their work, make changes and improve elements where relevant.

Handwriting and presentation will also be reviewed and suggestions made to improve this.

A number of strategies will be used to determine how well children and learning and what progress they are making. These include:

- Quizzes
- Challenge questions / Extension tasks to extend learning where appropriate
- Face to face sessions to discuss thinking and understanding, open and closed questions used to determine understanding
- Review of previous feedback, have children made changes to their work or commented on portfolios?
- Use of fact files, knowledge organisers and information texts to learning new information and rehearse in different ways.

**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?

School staff are in contact with all parents, regardless of whether their children are in school or accessing remote learning from home.

Children whom required a tailored curriculum receive activities and tasks which are linked to the stage of learning. Teachers plan for tasks to be accessible to all, ensuring a balance between online activities and hands on practical tasks. Teachers are in contact with parents and children regularly to offer support, suggest ideas about how to support their child at home and to have zoom meetings for contact.

Our Teaching assistants, when assigned to remote education are providing small group interventions; e.g. phonics support, maths activities, EAL teaching and also 1:1 reading in addition the weekly timetable which has been created for the class.

Resources have been provided where helpful and worksheet can be printed and provided to support children whom find working online a challenge.

Most children whom are in receipt of an Education, Health and Care Plan are in school receiving face to face teaching, supported on a 1:1 basis where appropriate. If a child with an EHCP is not in school, they are having regular (at least 3 x weekly) contact from their class teacher and also their 1:1 Teaching Assistant. Contact with the SENDCo is also occurring to ensure that any additional support can be identified and actioned where required.

Children who access external support, e.g., Speech and Language therapy, Emotional and Social Support or Play therapy are still receiving their sessions, although this may be on a virtual basis if this cannot be completed in a face-to-face way.

#### How are we supporting our youngest children – those in the Early Years.

The provision offered to those in the Early Years follows a similar format to that of Key Stage 1.

Each day there are a series of activities for children to work on at home. These include:

Phonics and reading

Early Maths and number acquisition

Topic and Knowledge and Understanding of the world activities

Letter and number formation work and copycat drawing

Due to the age of the children, it is not appropriate to have all of the learning delivered 'live'. Therefore, a range of tasks will be videoed and uploaded onto Class Dojo for parents to look at and use when they are able. This also helps parents to revisit a skill and practise things to support their children's development. Videos can be watched as many times as parents like.

#### Remote Education for self-isolating pupils

Where individual children / small groups need to isolate but the majority of their peers are in school, we will continue to operate the Home learning timetable used during the Autumn Term and also January Lockdown. Our capacity for 2 zoom catch ups a day will be lessened due to staff all being working on a face-to-face basis in school.



To ensure that children at home still receive contact from school, we will offer zoom sessions for children to take part in sessions which are going on in class. This will offer some aspects of live teaching and also allow for contact with peers and school staff. In addition to this, children are invited to take part in the collective worships which the rest of the school attend.

Children will continue to be encouraged to upload work completed at home onto portfolios and will receive feedback from staff about their work in the same way as children have during lockdown.

[Review and development of Ursula Taylor's Remote Learning Offer.](#)

The Lead members of staff for Remote Learning are Mrs Morrall and Ms Hall.

In addition to the leads, we have a number of staff who are part of the Remote Learning Task Force who are working with and leading on daily remote learning and face to face teaching in school. This task force reviews the systems in place, highlighting areas of best practice and areas where we can consider making alterations to the provision on offer.

In addition to this we will survey parents to see what their thoughts are about the provision available, using this feedback to contribute towards future development of our offer.

Our Governing Body, through the Curriculum Committee will also be involved in the review and development of the provision through their roles as Trustees for the Academy.

We welcome questions about our Remote Learning provision at any time. If you have a question, please email: [office@ursulataylor.bedssch.co.uk](mailto:office@ursulataylor.bedssch.co.uk) and we will respond accordingly.