

WEST WIMBLEDON PRIMARY SCHOOL

REMOTE LEARNING PLAN

Introduction

This plan outlines the approach that West Wimbledon Primary School will take to be able to offer remote education to a class, group or small number of pupils need who need to self-isolate, or in the event of a local lockdown requiring pupils to remain at home

There are two broad scenarios that are covered by our remote learning plan:

1. Individual pupils or family groups isolating for Covid-related reasons (any attendance coded X), but where their class peers and teachers remain in school
2. A class/year group/whole school is isolating and the class teacher(s) are working from home

The school will make provision for remote learning from home from the next day after the start of any isolation. In any Covid-related scenario, engagement with our provision of remote learning during term time is compulsory, unless the child is too ill.

In any scenario where a class/year group/whole school is isolating, school staff are expected to be working from home for their usual/contracted employment hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Curriculum and Teaching Approach

Teachers will aim to provide lessons and tasks for remote learning that:

- Provide continuity with the school's curriculum plans and expectations
- Are well-sequenced so that knowledge and skills are built incrementally
- Make use of high quality remote education resources (primarily Oak Academy and White Rose Maths, but also Wandle English Hub Phonics and Oxford Owl Read Write Inc eBook library)
- Provide breadth across the curriculum
- Encourages children to work independently

Oak Academy has been selected to support remote learning because:

- the video lessons have been created ensuring the elements of effective teaching are present (for example clear explanations, small steps of learning, high quality modelling, promoting retrieval practice)
- there is wide curriculum coverage across subjects for all ages for an entire year
- There is a wide range of learning and lesson content specifically aimed at children with SEND
- Teachers have reviewed the Oak Academy curriculum and have mapped current curriculum units to Oak Academy units/lessons so that learning continuity with school planning can be maximised

White Rose is used to support remote learning of Maths because we use White Rose Maths for medium term unit planning in school so the remote learning is very closely matched to our school curriculum, and because each lesson is delivered as a video lesson with supporting independent tasks.

Wandle English Hub Phonics are a set of high-quality systematic synthetic phonics lessons for reception and year 1, although the coverage is limited to 60 lessons (and so there may not always be a match to the class phonics stages).

Our lessons are provided asynchronously (i.e. not taught in real time but pre-recorded) – the recent EEF report “A rapid evidence assessment on remote learning” found that there was no appreciable difference between teaching in real time and asynchronous teaching provided that the elements of effective teaching were in place.

Using pre-recorded lessons (either from the school, Oak Academy, White Rose or the Wandle English Hub) has a number of benefits:

- High quality learning can be provided for individual pupils or family groups isolating where the class teacher remains fully deployed planning and teaching in school
- In a class/year group isolation scenario, the class teacher working remotely can spend more of their time supporting learning, feeding back, assessing progress and interacting with children

Our approach recognises that younger pupils (Nursery/Rec/Y1) and some pupils with SEND may be less able to access remote education independently and we have modified/adjusted our remote learning plan to take account of these differences (see below for the different approaches in the two scenarios, e.g. support staff pupil support during remote learning lessons)

Technology Platform

G Suite/Google Classroom will be used as the technology platform to deliver remote learning. G Suite has been set up for the whole to synchronise with the school roll of pupils/staff and their LGfL universal sign in details (including being linked to staff school email accounts).

All teachers have set up their Google Classroom and have received training in both using G Suite/Google classroom as well as the curriculum content focus. Preparations for the eventuality of wide scale remote learning scenario have also included:

- Setting and returning homework assignments in Google Classroom to ensure that all children are able to login, message their teacher, contribute to the class stream and access assignments
- Matching/mapping Oak Academy units of work in English, geography, science and history to their curriculum maps
- Creating a proforma weekly timetable hyperlinked to google meets, lessons and activities providing lessons and learning from 9am to 3pm

The school has recently acquired a set of 80 laptop computers

- 20 of these have been configured for teachers to use from home in the event of partial or full school closure and the need to work from home
- 60 are available for pupils who do not have a suitable device to access the remote learning offer

Laptops will be loaned at the school's discretion and always where no suitable alternative device is available on a priority basis:

1. Pupils eligible for benefits-related free school meals
2. Other pupils eligible for pupil premium funding
3. One laptop to any family with three or more siblings from the school isolating
4. Vulnerable pupils (e.g. with allocated social worker, EHCP)
5. All other pupils

In the small number of cases where a child isolating does not have sufficient broadband connectivity to access remote learning, they will be provided with a printed worksheet pack covering foundational skills for the year group. i.e. arithmetic, spelling, reading, writing and handwriting.

Data protection

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online. Staff members should also take appropriate steps to ensure devices used for home learning remain secure.

Remote learning Scenario 1 - Individual pupils or family groups isolating for Covid-related reasons, but where their class peers and teachers remain in school

Pupil Group	Remote Learning Offer
Year 2 - Year 6	<ul style="list-style-type: none"> • Daily plan of three lessons: <ul style="list-style-type: none"> • White Rose Maths Lesson • Oak Academy English lesson • Oak Academy wider Curriculum lesson • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X) • Classwork set up daily in Google Classroom for isolating children, including instructions and any feedback • Assignments completed into Homework books and brought into school at the end of any isolation period
Reception and Year 1	<ul style="list-style-type: none"> • Daily plan of three lessons: <ul style="list-style-type: none"> • White Rose Maths Lesson or Oak Academy Maths lesson (whichever best matches continuity of class learning) • Wandle English Hub phonics lesson (where matched to phonic level) or Oak Academy English lesson • Oak Academy wider Curriculum lesson • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X) • Classwork set up daily in Google Classroom for isolating children, including instructions and any feedback • Any simple assignments (e.g. handwriting) completed in Homework book

Pupil Group	Remote Learning Offer
Nursery	<ul style="list-style-type: none"> • Daily set of learning activities for parents to do with pre school children from www.EYFShome.com, numberblocks episode, story linked from CBeebies/YouTube sent by email (parentmail) • Regular email from teacher to parents to check on learning • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)
Treetops	<ul style="list-style-type: none"> • Classwork set up daily in Google Sites for isolating children, including instructions • Daily timetable of three lessons to include English/ Phonics, Maths and wider curriculum. Dependent on need these will be made up of: <ul style="list-style-type: none"> • White Rose Maths Lesson (matched to class level/learning sequence sequence) • Phonics lesson (either from Wandle English Hub or school-created video lesson) where appropriate • Oak Academy English and wider Curriculum lesson (selected to achieve continuity with the current school unit of work wherever possible using matched Oak curriculum unit) • Set activities on Education City • Class teacher set task/activity/challenge for example SPaG • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)

Remote learning Scenario 2 - Class/year group/whole school is isolating and the class teacher(s) are working from home

Pupil Group	Remote Learning Offer
Year 2 - Year 6	<ul style="list-style-type: none"> • 'Live' timetabled day set up on Google Classroom running from registration Google Meet at 9am to end of day 3pm Google Meet for feedback and pastoral support • Daily timetable of four lessons: <ul style="list-style-type: none"> • White Rose Maths Lesson (matched to class learning sequence) • Oak Academy English lesson (best fit) • Oak Academy wider Curriculum lesson • Guided reading lesson (teacher created using screencast-o-matic) • Occasional other curriculum activity/challenge (e.g. physical activity) • Provided from the next day after isolation • Because the lessons are pre-recorded, teachers and support staff will be accessible to children through their Google Classroom so that any support, clarification of learning and task feedback can be delivered during the day. • Regular retrieval practice work set (e.g. Flashback4, TTRS) • Assignments completed into Homework books and brought into school at the end of any isolation period • Assignments/worksheets normally provided in pdf format for maximising access across households and devices

Pupil Group	Remote Learning Offer
Year 1	<ul style="list-style-type: none"> • 'Live' timetabled day set up on Google Classroom running from registration Google Meet at 9am to end of day 3pm Google Meet for feedback and pastoral support • Daily timetable of four lessons: <ul style="list-style-type: none"> • White Rose Maths Lesson (matched to class learning sequence) • Phonics lesson (either from Wandle English Hub or school-created video lesson) • Oak Academy wider Curriculum lesson (selected to achieve continuity with the current school unit of work wherever possible using matched Oak curriculum unit) • Another curriculum activity/challenge (e.g. physical activity) • Occasional video recorded story times (screencast-o-matic) • Provided from the next day after isolation • teachers and support staff will be accessible to children through their Google Classroom so that any support, clarification of learning and task feedback can be delivered during the day • Regular retrieval practice work set (e.g. Flashback4) • Any simple assignments (e.g. handwriting) completed in Homework book • Assignments/worksheets normally provided in pdf format for maximising access across households and devices
Reception	<ul style="list-style-type: none"> • 'Live' timetabled day set up on Google Classroom running from registration Google Meet at 9am to end of day 2pm Google Meet for feedback and pastoral support • Daily timetable of three lessons: <ul style="list-style-type: none"> • White Rose Maths Lesson (matched to class learning sequence) • Phonics lesson (either from Wandle English Hub or school-created video lesson) • Oak Academy wider Curriculum lesson (selected to achieve continuity with the current school unit of work wherever possible using matched Oak curriculum unit) or another curriculum activity/challenge • Occasional video recorded story times (screencast-o-matic) • Provided from the next day after isolation • Teachers and support staff will be accessible to children through their Google Classroom so that any support, clarification of learning and task feedback can be delivered during the day • Any simple assignments (e.g. phoneme/grapheme correspondence, letter formation) completed in Home learning book • Task sheets/worksheets normally provided in pdf format for maximising access across households and devices

Pupil Group	Remote Learning Offer
Nursery	<ul style="list-style-type: none"> • Daily offer of three lessons/learning activities set up as a Google Site: <ul style="list-style-type: none"> • One maths activity, one Literacy and one other area of learning planned by the teacher • Instructions/task sheets normally provided in pdf format for maximising access across households and devices • Storytime video (teacher created) • Google meet with class/parents for feedback and pastoral support at 1pm. • Where appropriate, activities recorded in home learning book and given to teacher upon return to school. • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)
Treetops	<ul style="list-style-type: none"> • Registration Google Meet at 9am and end of day 2pm Google Meet for feedback and pastoral support • Daily timetable of three lessons to include English/ Phonics, Maths and wider curriculum. Dependent on need these will be made up of: <ul style="list-style-type: none"> • White Rose Maths Lesson (matched to class level/learning sequence sequence) • Phonics lesson (either from Wandle English Hub or school-created video lesson) where appropriate • Oak Academy English and wider Curriculum lesson (selected to achieve continuity with the current school unit of work wherever possible using matched Oak curriculum unit) • Set activities on Education City • Class teacher set task/activity/challenge for example SPaG • Occasional video recorded story times (screencast-o-matic) • Individual folders with 2 paper-based tasks per day to be sent home • Any simple assignments (e.g. handwriting) completed in Homework book • Assignments/worksheets normally provided in pdf format for maximising access across households and devices • Teachers and support staff will be accessible to children through their Google Classroom so that any support, clarification of learning and task feedback can be delivered during the day • Provided from the day after Covid-related absence confirmed by the school office (attendance coded X) • Classwork set up daily in Google Sites

Other considerations

In the event of a teacher being too unwell to operate remote learning for their class, a mix of leadership team, non-class based teachers and year group partners will be used to support learning (following the same timetable as the partner class). In some cases of teacher illness, the lesson provision and live support may have to be adjusted (e.g. simply to the three daily Oak Academy lessons) for a temporary period.

Children not engaging with home learning (other than being unwell) will be contacted to discuss the obstacles and the support needed by the family – see below.

Where children would normally receive additional support from SEND agencies, the SENCO or Head of Base will plan for those to continue via Google Meet as long as the agencies engage.

If any child is vulnerable, the DSL/SENCo will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call to the family are made.

Remote Learning Engagement follow up

For the first three days of remote learning in any isolation scenario (individual/family/class/school), teachers are responsible for following up on engagement with home learning and establishing the reason.

The reasons for not engaging with home learning are likely to include the following:

- Unwell and unable to work at home
- Insufficient broadband
- Lack of device (laptop/tablet)
- Work refusal

If a child is unwell, then the teacher should continue to set work, monitor and make contact so that the child starts remote learning when they are well enough.

If a child has insufficient broadband, the approach will be for the class teacher to prepare printed worksheet pack covering foundational skills for the year group. i.e. arithmetic, spelling, reading, writing and handwriting. These should be passed to the office for post or arranging collection.

If the class teacher establishes with parents that a child does not have a suitable device, they should inform a member of the senior leadership team. The senior leadership team will then establish if the child is eligible to be loaned a laptop from the remaining stock and arrange for a loan agreement to be signed on collection.

If the class teacher establishes that there are no barriers but the child is not completing lessons/assignments, they should call parents to try to work out how parent can support their child to re-engage. If a child remains disengaged for three or more days, teachers should inform a member of the senior leadership team who will then take over phone call contact to discuss obstacles and make regular safe and well checks to the family.