

Woodseaves C.E. Primary Academy Remote Learning Plan Reviewed July 2024



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Woodseaves CE Primary Academy has developed the following plan. 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. An individual is self-isolating because of a positive test but the individual is asymptomatic;
2. A whole bubble or cohort is self-isolating on the recommendation of PHE and/or the local outbreak team because of an outbreak of coronavirus or any other illness;
3. Any child who requires access to remote learning because they are unable to attend school.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths, EdShed and other online platforms which the school regularly use.

Children will remain in contact with their Classteacher through Teams and Dojo (to share successes and communications).

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.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

TT Rockstars will also be utilised to support the acquisition and retention of basic core skills for children from Year 2-6.

Team will support school in offering online learning with the opportunity for the children to communicate with their teacher through live video.

Dojo will remain in use as the communication element for parents, children and staff. Teachers and parents will be able to message one another to share information and offer support. The Class Blog will offer the chance for teachers to celebrate children's work and maintain our school community.

In the event of any form remote learning, parents must understand that engagement in home learning is compulsory, as is the expectation that Woodseaves C.E. Primary Academy 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 logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Dojo
- TT Rockstars
- Ed Shed
- Rollama
- Microsoft Teams

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (which may need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Seesaw and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Individual child accessing remote learning	
Ongoing Support	Safeguarding/SEND
<p>Using Teams, the Classteacher will upload worksheets between 2.30pm-4pm 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 core lessons, the teacher can either direct the parent to a relevant Oak National taught session alternatively they could record their teaching input over slides on Teams. Non-core lessons and resources will be uploaded to Teras.</p> <p>The class teaching assistant will call the pupil each day to check understanding and provide any verbal support.</p>	<p>If child is entitled to benefit-related FSM ensure food made available through Miquil catering.</p> <p>If 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.</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.</p>

A group of children are accessing remote learning	
Ongoing Support	Safeguarding/SEND
<p>Using Teams, the Classteacher will upload worksheets between 2.30pm-4pm the day before to allow parents to see the learning materials prior to supporting their child/ren.</p>	<p>If children are entitled to benefit-related FSM ensure food made available through Miquil catering service.</p>

<p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use Teams calls to teach directly to the group, alternatively they could record their teaching input over slides on Loom and upload to Teams. Non-core lessons and resources will be uploaded to Teams.</p> <p>An 'open' Teams call will be provided during the day for children to 'check in' with their class teacher about the days' lessons.</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.</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>
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A whole bubble/cohort of children is accessing remote learning	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Teams meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also 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 Teams, the Classteacher will upload worksheets between 2.30pm-4pm the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Classteacher in identifying resources.</p> <p>The Classteacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Dojo. Teachers will then be accessible to children through Teams meetings twice a day – am and pm so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams live lessons so that they can support children in breakout rooms should this be required.</p> <p>For non-core lessons, resources will be uploaded to Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Woodseaves CE Primary Academy curriculum. Teachers will schedule an afternoon Teams meeting to support those children needing additional input. There will be an additional end of day Teams meeting so that the Classteacher or TA can complete a reading for pleasure session.</p> <p>Time will also be scheduled for the children to watch a Collective Worship delivered by Mrs Easthope. This will encourage children to keep working, celebrate successes and promote a togetherness alongside our Christian Values.</p> <p>Completed work should be photographed and uploaded to Dojo or Teams as directed by the class teacher. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams chat or</p>	<p>If any children are entitled to benefit-related FSM ensure food made available through Miquils Catering service.</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</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from classteacher.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Zoom as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

<p>Dojo, depending on the teacher's preference. Those children that need additional support following feedback are to be directed to the Teams meeting for further support with attendance expected.</p> <p>In the event of teachers becoming ill, support staff will be required to 'takeover' the Dojo account with resources being identified by the SLT.</p>	
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Schools are ordered to only provide face to face teaching for children of critical workers and those who are vulnerable. The rest of the school is accessing remote learning.

Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a teams meeting with the children and parents for each morning. In this meeting the teacher will discuss the remote learning arrangements and expectations for the day. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a reading session/collective worship session per day.</p> <p>Each class will have critical worker/vulnerable child cohort in the class room full time. These children will receive the same core teaching as the children working remotely. They will have access to Teams and Dojo to complete English, maths and topic activities.</p> <p>Using Teams, the Classteacher will upload activities each morning, after introducing these through Teams live sessions. Teachers may choose to record their vocal input over slides to support children's learning. Teaching assistants will be able to support the Classteacher in identifying resources.</p> <p>The Classteacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Teams and/or Dojo. Teachers will then be accessible to children through another Teams meeting later in the day so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams sessions to support.</p> <p>For non-core lessons, resources will be uploaded to Teams ad Dojo and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Woodseaves CE Primary Academy curriculum.</p> <p>Time will also be scheduled for the children to watch a Collective Worship delivered by a member of the Church of England or via school based staff. This will encourage children to keep working, celebrate successes and promote a togetherness alongside our Christian Values.</p> <p>Completed work should be photographed and uploaded to Dojo or Teams as directed by teaching staff. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or Dojo,</p>	<p>If any children are entitled to benefit-related FSM ensure food made available through Chartwell's Catering service if they are not in school via critical worker/vulnerable child allocations.</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 if the child is not in school.</p> <p>Those not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from classteacher. Records of which children attend online sessions will be kept on the school register.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue remotely as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

depending on the teacher's preference. Those children that need additional support following feedback are to be directed to the Teams meeting for further support with attendance expected.

In the event of teachers becoming ill, support staff will be required to 'takeover' the Dojo account with resources being identified by the SLT.