

# WIMBLEDON PARK PRIMARY SCHOOL

## REMOTE LEARNING PLAN

### Introduction

This plan outlines the approach that Wimbledon Park 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 scenarios 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
- Based on planning which would have been taught in school
- Provide breadth across the curriculum
- That encourages children to learn and complete activities independently.

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 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
- Allow for the opportunity for pre-teaching, as well as pausing the video to re-watch input

Our approach recognises that younger pupils (Nursery/Rec/Y1) and some pupils with SEND are 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 Platforms**

G Suite/Google Classroom will continue to be used as the technology platform to deliver remote learning. G Suite has been set up 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 are proficient in using Google Classroom and other relevant platforms. Lessons will be recorded using Screencast-O-Matic or Loom.

We have a bank of devices in school:

- Some have been configured for teachers to use to work from home in the event of partial or full school closure
- Some 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. Vulnerable pupils (e.g. with allocated social worker, EHCP)
4. One laptop to any family with three or more siblings from the school isolating
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.

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

<b>Pupil Group</b>	<b>Remote Learning Offer</b>
Year 1 - Year 6	<ul style="list-style-type: none"> <li>• Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)</li> <li>• Classwork set up daily in Google Classroom for isolating children, including instructions and any feedback</li> <li>• Daily timetable of four hours of learning: English, Guided Reading/Phonics, Maths, Wider Curriculum</li> <li>• Assignments completed into Home learning books and brought into school at the end of any isolation period</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)</li> <li>• Classwork set up daily in Google Classroom for isolating children, including instructions and any feedback</li> <li>• Daily timetable of three hours of learning: Phonics, Maths, Wider Curriculum</li> <li>• Assignments completed into Home learning books and brought into school at the end of any isolation period</li> </ul>
Nursery	<ul style="list-style-type: none"> <li>• Provided from the day after Covid-related absence confirmed by the school office (attendance coded X)</li> <li>• Classwork set up daily in Google Classroom for isolating children, including instructions and any feedback</li> <li>• Timetable of 3 sessions: Phonics, Story time, Maths</li> </ul>

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

<b>Pupil Group</b>	<b>Remote Learning Offer</b>
Year 1 - Year 6	<ul style="list-style-type: none"> <li>• Provided from the next day after closure</li> <li>• Lessons will be uploaded at 7:00am each day</li> <li>• Weekly and/or daily timetable uploaded to Google Classroom</li> <li>• Google Meet at a designated time in the morning and afternoon for a quick registration</li> <li>• Google Meets will also provide an opportunity for some 'live' learning. This may take the form of a maths meeting, spelling activity, pre-teaching, story time, PSHE or other short interactive sessions. The platform Jamboard may also be used for a live session.</li> <li>• Daily timetable of four hours of learning: English, Guided Reading/Phonics, Maths, Wider Curriculum</li> <li>• Daily pre-recorded PE sessions</li> <li>• Music and French lessons</li> <li>• The teacher input for recorded sessions will be 15-20 minutes</li> <li>• There will be optional extension activities for those requiring further learning or a challenge</li> <li>• 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</li> <li>• Assignments completed in Home learning books</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Provided from the next day after closure</li> <li>• Lessons will be uploaded at 7:00am each day</li> <li>• Weekly and daily timetable uploaded to Google Classroom</li> <li>• Google Meet at a designated time in the morning and afternoon for registration</li> <li>• Google Meets will also provide an opportunity for some 'live' learning. This may take the form of a maths meeting, spelling activity, pre-teaching, story time, PSHE or other short interactive sessions. The platform Jamboard may also be used for a live session.</li> <li>• Daily timetable of three hours of learning: Phonics, Maths, Wider Curriculum</li> <li>• Daily pre-recorded PE sessions</li> <li>• Assignments completed in Home learning books</li> </ul>
Nursery	<ul style="list-style-type: none"> <li>• 'Google Meet at 9:45am for AM children and 1:30pm for PM children – used as daily check in and opportunity for parents to ask questions and pastoral support</li> <li>• Timetable of 3 sessions: Phonics, Story time, Maths</li> </ul>

**Assessment and Feedback**

To support pupil motivation, it is important to enable pupils to receive feedback on how to progress. As with normal classroom practice, children will still be tested and quizzed on their learning which may be through the use of Google Forms or self-marked tasks.

Children will be asked to submit some of their independent tasks. All submitted work will be acknowledged and teachers will provide written feedback on one or two pieces of writing each week. Platforms such as Mote may be used for feedback.

In addition to written feedback, class teachers will provide individual verbal feedback to children via Google Meets. This may be in a small group or on a 1:1. This provides the opportunity for children to ask questions and teachers to give more detailed feedback on their learning.

### **Communication**

During periods of school or year group closure, effective communication is important to support the remote education. Timetables will be shared with families to provide a weekly overview in addition to the daily lessons. At the end of each week, each year group will send a short newsletter which may contain important information for the following week so that families are prepared.

Some lessons may be taught by other teachers in the year group or specialist teachers, however the class teacher is always the first port of call for any concerns. Teachers will provide access to Google Meets for children or parents to ask questions or receive additional support if needed.

Teachers or support staff may call home if there are any concerns about absence, engagement or they have identified that a child may need further motivational support.

### **Wellbeing**

We recognise that not being in school can feel very isolating. Extended Google Meets for PSHE sessions will be used to support children with this. Recognising and building on events which we would usually mark in school such as Mental Health Awareness and Anti-Bullying Week will still be addressed.

### **Behaviour Expectations**

In order to ensure that children are receiving a positive learning experience during Google Meet interactions, it is important for children to see these sessions in the same way as they would if they were in a classroom. Where possible, teachers will continue to use dojos, rewards and celebrate success. If children are not engaging, following teacher instructions or distracting others, class teachers will contact parents. Any inappropriate use of language, online bullying or persistent defiance will be referred to a member of the Senior Leadership Team.

### **Other considerations**

In the event of a teacher being too unwell to operate remote learning for their class, in the first instance, year group partners will be used to support learning. Following this, a mix of leadership team and non-class based teachers will step in. In some cases of teacher illness, the lesson provision and live support may have to be adjusted for a temporary period.

Children not engaging with home learning will be contacted by class teachers and/or Year Group Leaders to discuss the obstacles and the support needed by the family.