



Wistaston Academy  
Primary and Nursery School  
Supporting the future of education

## REMOTE LEARNING- January 2021

### DfE advice 4<sup>th</sup> January

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
- primary: 3 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

### **PLAN A**

Wistaston Academy will follow the "Recovery Plan – September opening" whilst the school is open. This will be updated regularly according to the change in guidance.

### **PLAN B**

Should Wistaston Academy have to close, the following range of resources to support the delivery of remote education will be available to ensure children can continue to access a broad and balanced curriculum.

### **OFFLINE LEARNING**

#### Home learning

For up to the first 2 weeks of the January lockdown, teachers can provide home learning which is revision of topics already covered. From Monday 18<sup>th</sup> January at the latest, teachers will set work based on the current Long-Term Plans for each subject. Home learning will be set weekly for all subjects, except for KS1 topics, which will be set for the half term. Where possible, foundation lessons should reflect the usual timetable and learning objectives, although there is flexibility with this. Subject leaders for each subject will provide teachers with resources to help with planning.

Daily expectations: Early Years Foundation Stage:

Nursery:

- A daily rhyme time session- a pre-recorded video by teacher/keyworker.
- Two story time sessions pre-recorded videos by teacher/keyworker.
- A gross motor and fine motor skill activity- instructions with visual images when required to demonstrate activity or pre-recorded video will be used to model activity.
- A daily early literacy session- a pre-recorded video by teacher/keyworker and a practical activity may be completed dependent on what is being learnt.
- A daily session focus on C&L and PSED through curriculum topic plan for the Spring Term- a pre-recorded video by teacher/keyworker and a practical activity may be completed dependent on what is being learnt.
- A weekly mathematics session- a pre-recorded video by teacher/keyworker on what is being learnt with a practical activity to complete.
- The year group emails and Tapestry will be accessed at regular points throughout the day and if parents want to discuss anything directly with the teacher they can request a phone call. The teacher will make arrangements for this.

Reception:

- A daily RWI speed sounds lesson and associated reading and/or writing activities. This will be delivered in the form of a pre-recorded video by either a RWI trainer or RWI school teacher. Children are also expected to complete a RWI associated worksheet, where appropriate.
- A numeracy lesson - a pre-recorded video on what is being learnt with a practical activity to complete.
- A story time pre-recorded session led by teacher or a high-quality online resource
- A topic lesson in line with the curriculum plan for the Spring Term - dependent on what is being learnt this may be introduced by a pre-recorded video.
- A gross motor and a fine motor skill activity - instructions with visual images when required to demonstrate activity or pre-recorded video will be used to model activity.
- A daily session focussing on receptive and expressive language.
- The year group emails and Tapestry will be accessed at regular points throughout the day and if parents want to discuss anything directly with the teacher they can request a phone call. The teacher will make arrangements for this.

Daily expectations: Key Stage 1:

- A daily RWI speed sounds lesson and associated reading and/or writing activities. This will be delivered in the form of a pre-recorded video by either a RWI trainer or RWI school teacher. Children are also expected to read a RWI storybook on a daily basis, where appropriate.
- A numeracy lesson - depending on what is being learnt this may be introduced by a pre-recorded video.

- A story time - this may be a pre-recorded session led by a teacher.
- Topic lessons in line with the class' curriculum plan for the Spring Term - depending on what is being learnt this may be introduced by a pre-recorded video.
- The year group emails will be accessed at regular points throughout the day and if parents want to discuss anything directly with the teacher they can request a phone call. The teacher will make arrangements for this.

Daily expectations: Key Stage 2:

- A daily spelling/grammar session - depending on what is being learnt this may be introduced by a pre-recorded video.
- A literacy lesson - depending on what is being learnt this may be introduced by a pre-recorded video.
- A numeracy lesson - depending on what is being learnt this may be introduced by a pre-recorded video.
- A reading lesson - depending on what is being learnt this may be introduced by a pre-recorded video.
- For children on the RWI programme: A daily RWI speed sounds lesson and associated reading and/or writing activities. This will be delivered in the form of a pre -recorded video by either a RWI trainer or RWI school teacher. Children are also expected to read a RWI storybook on a daily basis, where appropriate.
- Foundation lessons in line with the class' usual timetable.
- The year group emails will be accessed at regular points throughout the day and if parents want to discuss anything directly with the teacher they can request a phone call. The teacher will make arrangements for this.

### Workbooks

In Nursery, each child will be allocated an activity pack and 1 work folder containing scissors. Parents/carers will be expected to post photographs of children participating in these activities on Tapestry. Additionally, home learning activities will be posted onto Tapestry. Parent/carers will be expected to post photographs of children participating in these activities on Tapestry too. Teachers should assess the children's work and comment on parent/carer Tapestry posts. If it appears a child is struggling with their work, the teacher/keyworker will make contact with the child to offer assistance. The posts will inform nursery teacher/ keyworker of how children are doing with their home learning and will allow for necessary adaptations for the following week. Activity packs containing new work will be collected by a parent/carer every 2 weeks.

In Reception, each child will be allocated an activity pack and 1 work folder containing a pencil. Parents/carers will be expected to post photographs of children participating in these activities on Tapestry. Additionally, home learning activities will be posted onto Tapestry. Parent/carers will be expected to post photographs of children participating in these activities on Tapestry too. A parent/carer will drop off their folder containing their directed recorded activity task(s) each week ready to be marked by the teacher. They will collect a new folder containing a new activity pack. They will alternate dropping off and picking up their recording task(s) each week. Reception teachers should assess the children's work and provide a written comment slip that can be placed in their folder to be read the next week. Alternatively, a comment can be left on ClassDojo. If it appears a child is struggling with their work, the

teacher/ teaching assistant will make contact with the child to offer assistance. The work brought in will inform teachers of how children are doing with their home learning and will allow for necessary adaptations for the following week.

In KS1, each child will be allocated a folder for the parent/carer to use to return directed recorded work from the teacher to school. A parent/carer will drop off their folder containing the work ready to be marked by the teacher. They will collect a new folder to return directed work from the teacher, some weeks this new folder may contain further work otherwise new learning will be communicated digitally. They will alternate dropping off and picking up their folder each week. Teachers should assess the children's work and provide a written comment slip that can be placed in their folder to be read the next week. Alternatively, a comment can be left on ClassDojo. If it appears a child is struggling with their work, the teacher/ teaching assistant will make contact with the child to offer assistance. The work brought in will inform teachers of how children are doing with their home learning and will allow for necessary adaptations for the following week.

In KS2, each child will be allocated 2 labelled exercise books and 2 work folders. Children will be expected to record their home learning in these books and folders. Each week, the children will be able to pick up one set of their books and folders, which will have their work ready for the week in, and then drop their other book off ready to be marked by the teacher. They will alternate dropping off and picking up their work each week. Teachers should assess the children's work and provide a written comment slip that can be placed in their folder/book to be read the next week. Alternatively, a comment can be left on ClassDojo. If it appears a child is struggling with their work, the teacher/ teaching assistant will make contact with the child to offer assistance. The work brought in will inform teachers of how children are doing with their home learning and will allow for necessary adaptations for the following week.

To allow for the books to be quarantined, teachers will not look at the work brought back into school for 72 hours.

**For the offline learning, your child's teacher will set weekly work, which can be picked up between 9am and 2.30pm every Monday, beginning on Monday 18<sup>th</sup> January. Work for all year groups, from Nursery to Year 6, will be available to collect from labelled tables outside Miss Fitzhugh's classroom (3A).**

#### Monitoring completion of work

Staff will need to be rigorous in their monitoring of engagement with home learning. Those not engaging with home learning will receive a phone call from the class teacher to discuss the obstacles and the support needed by the family e.g. pastoral issues. If non-engagement continues the teacher will refer this to a member of the SLT who will then contact the family.

If necessary, home visits will be made to ensure home learning is being completed.

**In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Wistaston Academy makes that provision available and accessible to all.**

## **ONLINE LEARNING**

There are several different methods of online learning available:

- Teachers (including teaching assistants) will record videos to assist with individual lessons and activities for home learning, which will be uploaded to the school Youtube page, to Wetransfer.com, Tapestry or to ClassDojo. Parents and children will be informed of when these videos are available and where to find them.
- Microsoft Teams will be used when training has been delivered to staff (20<sup>th</sup> January tbc). Further instruction will be given after training.
- Children will be directed to use apps purchased by the school e.g.: IXL and TT Rockstars for Maths, MYon for Reading, TenTown etc.
- The Oaks National Curriculum will provide lessons for children to engage in.
- White Rose Maths Home Learning will provide lessons for children to engage in.
- Website links such as BBC Bitesize and other educational sites will be signposted.
- Tapestry will be updated regularly with activities for our EYFS children.
- Staff will keep parents and children up-to-date with home learning via the year group email addresses.

## **CHILDREN WORKING IN SCHOOL**

Children working in school should complete the same learning as those children learning remotely.

In EYFS, children will record their work onto a task sheet being sent out to home learners. Work should be marked with ticks and simple comments if necessary.

In KS1 and KS2, children should record their work in an exercise book and folder such as the ones being sent out to home learners. Work should be marked with ticks and dots and simple comments if necessary.

## **COMMUNICATION**

Teachers and Teaching Assistants will call families to support children and parents academically and emotionally. SEND/vulnerable children will be contacted more frequently.

Each year group also has an email address and ClassDojo account to contact families and provide support.

**CLASS DOJOS**

Teaching staff will use the ClassDojo system/ EYFS Tapestry to offer praise for engagement in home learning. The platform can also be used as a means of communication between staff, children and parents.

Staff will inform parents and children of how to access ClassDojos and provide them login details.