**Whitchurch Primary School Remote Learning Planning**

**What did we learn from lockdown in the Spring/ Summer terms 2020?**

Although we, at first, felt distanced from our pupils, by using technology teachers quickly developed our school offer to include:

Pastoral Support

* Phone calls to families and children
* Individual access to our Thrive Practitioner for families
* Email access to class teachers
* Constant updates on new well being apps and websites, produced by the school, LSP and national organisations, were placed on our website, Facebook page and Twitter page.
* Text messages and emails to communicate this to families were sent out daily.

Academic Support

* Daily lessons in English, Maths and a topic lesson created by class teachers and accessible through our website.
* Lessons through Oak National Academy and White Rose Maths.
* Individual learning packs for all children before we closed for lockdown.
* Daily timetable of lessons and daily opportunities to interact with teachers
* Daily opportunities for pupils to discuss learning with teachers and address any misconceptions as they arose via email.
* Set tasks for children to complete across all curriculum areas
* Email access to class teachers
* Lessons and reading extracts sent home to children with our FSM hampers.
* Children’s work was celebrated through weekly posts on our website, Facebook page and Twitter page. ALL work sent in was celebrated in this way.
* Text messages and emails to communicate this to families were sent out daily.

Each child at Whitchurch Primary School had access to a daily Literacy, Maths and topic lesson produced by their teacher. They were able to email it to the school and receive feedback from the teacher. Further learning opportunities were sign posted through our social media pages.

**What are we aiming to achieve through our remote teaching?**

As we move in the new academic year, we need to ensure that our remote learning offer is:

**Easy to access**

* Children have access to Teams and appropriate hardware to access online learning
* Staff have appropriate training and confidence to deliver remotely
* Parents can access training through newsletter guidance and support sheets so that they can support their children’s remote learning
* Children will have lessons from their class teachers in school using our hardware to learn how to access and use Teams themselves.

**Harder to stop**

* Our curriculum continues in the event of individual, class or whole school closures
* A structured timetable, following that in school, will give children a structure they are familiar with and will support them to be on task and limit distractions from the home.
* Ensure that all teaching sequences have high quality teacher input and explanations; opportunities for children to apply learning; learning is assessed through submitted work and feedback is given; low stakes quizzes etc.

**Easier to restart**

* We aim to create greater curriculum continuity with our remote learning offer so that it can be picked up again, in school, when individuals or classes return to face to face teaching.
* Opportunities for additional support and teacher input that reduces misconceptions, and difficulties, so children’s learning journeys are not halted by barriers to progress.
* Regular opportunities for assessment and feedback to enable both teachers and children to have a clear understanding of their current learning.

**What are the tools available to us for achieving this?**

We have rapidly developed our understanding and use of Teams to deliver teaching and pastoral support for our pupils and their families. All children have Microsoft accounts and access to online reading schemes. Families are supported to access these (Text messages have been sent to all twice with instructions, and there are weekly newsletter entries). To enable families and children to become familiar and maintain their use of Teams, whilst school is open, we will use it for the following:

* Individual reading books will be given to each child through Bug Club with accompanying tasks to complete. Physical books will be given out on Monday, returned Friday and quarantined.
* Teachers can review pupil’s engagement on Bug Club
* Home learning tasks (phonics lessons, TTRS, mental maths) will be put on Teams and work accepted back via assignments – including the use of quizzes. We will also continue to receive images of baking, building and other ‘non-curriculum’ activities through our social media streams and email, that we place online and in school to celebrate.
* Parents’ evenings will be completed via telephone calls. We have a system where each parent is allocated a 30 minute slot where they must be available. There are three parents in a slot. Should one not answer the teacher can move onto the next parent and then phone the original one after.

We need to ensure that, in the event of a partial or full school closure, children have access to IT equipment to access daily lessons. Famailies of particular disadvantage have already been issued laptops. We have covered 6 children doing this. We also have a list of children whom school Ipads will be issued to in the event of a lockdown.

All staff will begin ‘lockdown drills’ with their class week beginning 28.09.20. Children will sit in one room with an LSA and adequate hardware. The teacher will start a Teams session from another room. Children will log on and take part in the Teams session from their room on their laptop or Ipad.

**How will our remote learning be structured?**

**Remote learning table will be loaded onto year group Teams pages at the start of each term. Worksheets will be put in folder on teams. Weekly assignments for each subject will be set up to allow children to submit work. This will allow families to access learning if/ when they need it.**

**Individual Children who are isolating for less than 5 days (e.g. waiting for a test result):**

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| **Pastoral** |
| **What support will school provide?**  | **What will school staff do?**  | **What do families need to do?**  |
| Access to teacher via year group email.  | Check year group emails | Email teacher if needed.  |
| Daily phone calls from Thrive Practitionerto vulnerable families. | Thrive Practitioner will make phone calls | Answer call, and comment on need/ regularity of calls. |
| Children with 1:1 SEND support: daily phone calls from ELSA lead or HLTA. | ELSA lead or HLTA make phone calls | Answer call and comment on need/ regularity of calls. |
| **Academic**  |
| **Reception:** Autumn Term: daily phonics lessons (St Peter’s films) and maths lessons set via Teams by class teacher.Spring term onwards: English (Oak) shared in addition to this. | Remote learning table with lessons posted onto Year group Teams. This will be signposted in absence email. Assignments set weekly for English, maths, and foundation subject so that children can submit work. | Families support children to complete work and submit finished tasks via Assignments on Teams. |
| **Y1 – 6:** Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition, Y1 will have daily phonics film lesson links sent.  | Remote learning table with lessons posted onto Year group Teams. This will be signposted in absence email. Assignments set weekly for English, maths, and foundation subject so that children can submit work. | Families support children to complete work and submit finished tasks via Assignments on Teams.  |
| Foundation subjects set (history, geography) shared as appropriate. |
| **Children with 1:1 SEND Support: D**aily live Teams session with 1:1 LSA supporting key SEND targets | LSAs set up daily sessions with children via Teams (as a meeting). Ensure that parent is present during session. Follow other safeguarding instructions (e.g. Record session)  | Families support children to access sessions.  |

**Individual Children who are isolating for 5 days – 2 weeks (e.g. positive test result, household self-isolating):**

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| **Pastoral** |
| **What support will school provide?** | **What will school staff do?** | **What do families need to do?** |
| Access to teacher via year group email. | Check emails | Email staff if needed.  |
| Daily phone calls from Thrive practitioner to vulnerable families. | Thrive practitioner make call.  | Answer call , and comment on need/ regularity of calls. |
| Children with 1:1 SEND support: daily phone calls from ELSA lead or HLTA. | ELSA lead or HLTA make call | Answer call , and comment on need/ regularity of calls. |
| Weekly check in with class teacher (can be in a small group if more than one child out of school). | Set up weekly check in for children not in school to attend via Teams (Teacher to choose time around teaching responsibilities). | Support child to attend check in.  |
| **Academic**  |

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| **Reception:** Autumn Term: daily phonics lessons (St Peter’s films) and maths lessons set via Teams by class teacher.Spring term onwards: English (Oak) shared in addition to this. | Remote learning table with lessons posted onto Year group Teams. This will be signposted in absence email. Assignments set weekly for English, maths, and foundation subject so that children can submit work. | Families support children to complete work and submit finished tasks via Assignments on Teams. |
| **Y1 – 6:** Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition, Y1 will have daily phonics film lesson links sent.  | Remote learning table with lessons posted onto Year group Teams . This will be signposted in absence email. Assignments set weekly for English, maths and foundation subject so that children can submit work.Teachers provide brief feedback via assignments.  | Families support children to complete work and submit finished tasks via Assignments on Teams.  |
| Foundation subjects set (history, geography) shared as appropriate. |
| **Children with 1:1 SEND Support: D**aily live Teams session with 1:1 LSA or HLTA supporting key SEND targets | LSAs set up daily sessions with children via Teams (as a meeting). Ensure that parent is present during session. Follow other safeguarding instructions (e.g. record session)  | Families support children to access sessions. |
| **All children:** Weekly group or individual reading with year group LSA (FS – Y2 individual, Y3 – 6 small group) | Year group LSA set up reading session via teams around teaching commitments. Invite children to attend reading session.  | Families support children to access reading session.  |

**Anticipated provision: Whole class closure (probably 2 weeks):**

It is likely that year group TA will support teacher with remote learning sessions.

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| **Pastoral** |
| **What support will school provide?**  | **What do school staff need to do?**  | **What do families need to do?**  |
| Weekly small group check-ins with teachers via Teams (all year groups) | Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)  | Support children to attend session.  |
| Weekly whole class chats with class teacher via Teams (Y2 – 6) | Teacher to set class chat time and invite pupils to attend via Teams.  | Support children to attend.  |
| SEND Pupils: daily welcomes with 1:1 LSAs and HLTAs | LSAs to set up meeting on Teams for pupils and invite them to attend.  | Support children to attend.  |
| Vulnerable families/ children: daily/ weekly check-ins with learning mentor | Thrive practitioner to phone on daily/ weekly basis and record response.  | Answer phone.  |
| Small group and individual sessions with Learning Mentor for vulnerable pupils via Teams | Thrive practitioner to set up meetings on Teams and invite pupils to attend. | Support children to attend.  |
| **Academic (expectation that all children will attend these lessons)**  |
| **Foundation Stage:** Daily recorded phonics lessons.  | Teacher to share daily lesson links on daily timetable on Teams.  | Support children to access learning.  |
| Daily recorded or live maths lessons via Teams, daily English lessons from Spring term onwards. | Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Class TA to support live lessons.  |
| Phonics intervention / reading with either class teacher or TA via Teams for children needing additional support. | Class teacher and TA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).  |
| Weekly individual reading with class teacher or LSA. | Class teacher and LSA to invite pupils to attend reading session via Teams meeting (at time available to staff)  |
| Foundation subject lessons delivered through Oak. | Class teacher to share daily lesson links on daily timetable on Teams.  |
| 2 x weekly live story session with teacher | Class teacher to invite class to attend Storytime session via Team meeting. Class TA to support.  |
| **Year 1 – 6:** Daily Welcome each morning to share daily timetable.  | Class teacher to invite class to attend daily welcome via Team meeting. TA to support.  | Support children to access learning.  |
| Daily live or pre-recorded lessons via Teams for English and maths | Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. TA to support live lessons. |
| Guided Group opportunities for English and maths on a daily basis. | Class teacher to invite pupils to attend session via Teams meeting at set time. TA to support.  |
| Year 1 and 2 only: daily recorded phonics lessons. Weekly live story session with teacher. | Class teacher to share lesson links on daily timetable. Class teacher to invite class to attend story time session via Teams meeting.  |
| Foundation subject lessons delivered through Oak. | Class teachers to share lesson links on daily timetable.  |
| **All children:** Fortnightly group or individual reading with year group LSA (FS – Y2 individual, Y3 – 6 small group) | LSA to set up groups and invite either groups of individuals to attend reading session via teams meeting.  | Parent/ carer present during individual reading.  |
| **SEND Pupils:** 1:1 daily sessions with LSAs and individual learning packs to support individual targets. | LSAs to invite pupils to attend sessions via meeting on Teams.  | Parent/ carer present during session.  |
| **Assessment and Feedback (all children):** Submit work for each lesson via Teams assignments. | Set up daily assignments for children to submit completed work for each lesson that day (as appropriate) | Support children to submit work and review feedback  |
| Feedback given via Assignments with the opportunity to resubmit. | Give feedback via teams assignments.  |
| Regular low stakes quizzes and tests to assess pupil learning. | Set up quizzes as appropriate to assess pupil learning.  |

**Anticipate provision: Whole school closure:**

The expectation is that some support staff (HLTAs, LSAs, SMSAs) would facilitate key worker provision and teachers and remaining LSAs provide class learning across the year group.

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| **Pastoral** |
| **What support will school provide?**  | **What do school staff need to do?**  | **What do families need to do?**  |
| Weekly small group check-ins with teachers via Teams (all year groups) | Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)  | Support children to attend session.  |
| Weekly whole class chats with class teacher via Teams (Y2 – 6) led by Thrive practitioner and ELSA lead.  | Learning Mentor to set class chat time and invite pupils to attend via Teams.  | Support children to attend.  |
| SEND Pupils: daily welcomes with 1:1 LSAs | LSAs to set up meeting on Teams for pupils and invite them to attend.  | Support children to attend.  |
| Vulnerable families/ children: daily/ weekly check-ins with learning mentor | Thrive practioner to phone on daily/ weekly basis and record response.  | Answer phone.  |
| Small group and individual sessions with Thrive practitioner for vulnerable pupils via Teams | Thrive practitioner to set up meetings on Teams and invite pupils to attend. | Support children to attend.  |
| **Academic (expectation that all children will attend these lessons)**  |
| **Foundation Stage:**Daily live Year Group welcome to share learning for the day.  | Led by one class teacher . Invite all children to attend.  |  |
| Daily recorded phonics lessons.  | Teacher to share daily lesson links on daily timetable on Teams.  | Support children to access learning.  |
| Daily recorded or live maths lessons via Teams, daily English lessons from Spring term onwards. | Invite pupils to live lessons via Teams meeting or share link if pre-recorded. 2 teachers to run sessions for whole year group if live.  |
| Phonics intervention / reading with either class teacher or LSA via Teams for children needing additional support. | Class teacher and LSA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).  |
| Weekly individual reading with class teacher or LSA. | Class teacher and LSA to invite pupils to attend reading session via Teams meeting (at time available to staff)  |
| Foundation subject lessons delivered through Oak. | Share daily lesson links on daily timetable on Teams.  |
| Daily live story session with year group teacher | Invite year group to attend Storytime session via Team meeting. Class LSA or another teacher to support.  |
| **Year 1 – 6:** Year group Daily Welcome each morning to share daily timetable.  | Invite year group to attend daily welcome via Team meeting. Teacher to support.  | Support children to access learning.  |
| Daily live or pre-recorded lessons via Teams for English and maths | Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Teacher to support live lessons. |
| Guided Group opportunities for English and maths on a daily basis. | Invite pupils to attend session via Teams meeting at set time. Teacher to support.  |
| Year 1 and 2 only: daily recorded phonics lessons. Weekly live story session with teacher. | Share lesson links on daily timetable. Invite year group to attend story time session via Teams meeting.  |
| Foundation subject lessons delivered through Oak. | Share lesson links on daily timetable.  |
| **All children:** Fortnightly group or individual reading with year group LSA (FS – Y2 individual, Y3 – 6 small group) | Teacher or LSA to set up groups and invite either groups or individuals to attend reading session via Teams meeting.  | Parent/ carer present during individual reading.  |
| **SEND Pupils:** 1:1 daily session with LSAs and individual learning packs to support individual targets. | LSAs to invite pupils to attend sessions via meeting on Teams.  | Parent/ carer present during session.  |
| **Assessment and Feedback (all children):** Submit work for each lesson via Teams assignments. | Set up daily assignments for children to submit completed work for each lesson that day (as appropriate) | Support children to submit work and review feedback  |
| Feedback given via Assignments with the opportunity to resubmit. | Give feedback via Teams assignments.  |
| Regular low stakes quizzes and tests to assess pupil learning. | Set up quizzes as appropriate to assess pupil learning.  |