



Wawne Primary School

Remote Education Plan

Updated January 2021

## **Remote Education Provision at Wawne Primary School**

Remote education is where pupils cannot physically present at school. As children cannot access school to learn, their learning will take place online at home. It is vital that children complete the work set so that they do not fall behind in their education.

In the uncertain times that we are currently living in, it is important that we are fully prepared for the possibility that we may have to have full or partial closure of school depending on the local Covid-19 situation. There will also be instances where individual children or groups of children will be self-isolating, we aim to ensure that those children can remain fully included within our school community and continue to receive the best education the school can provide them.

At Wawne Primary School, we are committed to ensuring our children continue to learn and it is vital that children engage with the remote education provided in order to continue with their learning journey. Whilst learning is of extreme importance, we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with remote learning. These may include parents working from home or limited access to technology amongst other factors. The communities' well-being is at the forefront. Communication is essential and we would ask that if there are circumstances that mean a child is unable to engage at least partially with remote education, that their parent speaks to the class teacher or head teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

## **Our Remote Curriculum**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. In the first instance of pupils being sent home, children will receive their work via Class Dojo as soon as it is possible for teaching staff to facilitate this. Following the first few days of remote education, children will receive a curriculum that follows a similar path to the one being taught in school. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, at times there will be the need to make some adaptations in some subjects for example where a science investigation may be taught in a lesson we would look for an alternative way to deliver this content remotely.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

During periods of extended school closure, and where the school is only open to children of critical workers and vulnerable children, the focus will be on addressing gaps in children's learning and revisiting content that has been previously taught. This may involve lessons that recap learning from previous year groups so that children are ready to progress when the school re-opens to all children. During this

time, the children in school and those being taught remotely will receive the same lesson content. At these times, the school will limit the amount of new curriculum content that is taught to ensure all children are receiving the same level of education.

There are several ways that the school will support the children in continuing to learn at home:



### **Class Dojo**

The main source of communication between the teacher and home when remote education is taking place will be through Class Dojo. Class Dojo enables teachers to create an online classroom area in which they can manage all the documentation that the children need. Children will have the ability to interact with their teachers on a 1-1 basis and within the class group.

Tasks can be completed via the online worksheet facility where children are able to write, draw and add text to their assigned worksheet. Once completed this will be saved to their individual portfolio. Alternatively, worksheets can be printed from Class Dojo to be completed on paper and then a photo can be uploaded to the child's portfolio. **Any work completed on, or uploaded to, Class Dojo can only be seen by the child, their teachers and their parents.** On occasion, teachers may want to share and celebrate examples of good work with the rest of the class via the Class Story but we will always check that the child is happy for this to happen. Some learning tasks will have a deadline for submission, children should be encouraged to complete learning by the given dates.

All pupils have their own student account where they can access tasks that are set by their teachers. The children have been made aware of this area during in school Computing lessons and are familiar with how they can complete task remotely. For children in EYFS, teachers will upload weekly tasks that will be accessed through the parent account on Class Dojo.

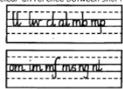
In the event of a partial or full school closure, a **weekly overview** will be uploaded to Class Dojo. This will include details of all curriculum tasks set for that week including Maths, English, Science and Topic (History, Geography, Art, Design Technology, Computing, Music, RE, French, PSHE, PE). These subjects/tasks may vary from week to week in line with the curriculum that is being taught.

Links will be provided in this overview to where parents and children can find online teaching videos and resources for each lesson, where necessary. Sometimes a task might ask the child to carry out an experiment; growing seeds, organise tins and packets according to weight, or drawing or making a model etc. These would need to be photographed/videoed and uploaded onto Class Dojo for the teacher to see. Teachers will be able to monitor children's engagement in activities and their understanding. Teachers will ensure that all work uploaded will receive feedback with a comment about the work completed. This may include points for the child's

next steps or areas that the child needs to look back at, this would then be returned to the child as a draft to then be re submitted once the work is completed.

In addition to this, tasks for **English and Maths** will be uploaded to Class Dojo by **9am each day** for children to access and complete that day. Once this work has been completed, the class teacher will respond and give feedback. Others tasks from the weekly overview can be completed and uploaded throughout the week by the given **weekly deadline of Friday at 3.30pm**.

## An example weekly overview

Home Learning Tasks: Week beginning:	
<p><b>English</b>  <b>Read</b> your school book (or any book you have at home) at least 3 times this week. Write a book review about the book.  <b>Writing</b> - Watch the animation shorts on the attached document and answer the questions about them.  <b>Spell</b> Choose 10 words from the Y34 word list. Practise these words daily then ask someone in your house to test you at the end of the week. Choose 5 of the words to put into a sentence. Use the Creative Spelling sheet for extra ideas.  <b>Reading Eggs</b> - Complete your assigned tasks on Reading Eggs.  <b>Lexia</b> - If you do Lexia you need to make sure you complete your minutes each week.  <b>Handwriting</b> - Practise forming the letters in sets 7 and 8. Do 5 of each join. Remember to show a clear difference between short and tall letters.</p> <p>7 ll lw cl al mb mp</p> <p>8 om un mf ms ng nl</p> 	<p><b>Maths</b>  <b>Mathletics</b> - Complete your assigned tasks on here.  <b>TT Rockstars</b> - Complete at least 3 Soundchecks, take part in a battle or even challenge a friend (you could challenge your teachers too!)            We will continue using the <b>White Rose Maths Scheme</b> for our Maths tasks this week. There is a task for each day with a video to watch and a task sheet to go with it, we will post the sheets on Class Dojo daily.  <b>Summer Term Week 12</b> - (w/c 13<sup>th</sup> July 2020)  <b>Year 3 Maths</b> - <a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a>  <b>Year 4 Maths</b> - <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a>            There are also some great Maths tasks on BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p><b>Year 3 Maths</b>  <b>Monday</b> - Compare capacity  <b>Tuesday</b> - Add and subtract capacity  <b>Wednesday</b> - Pictograms  <b>Thursday</b> - Bar charts  <b>Friday</b> - Maths Challenge.</p> <p><b>Year 4 Maths</b>  <b>Monday</b> - Lines of symmetry  <b>Tuesday</b> - Complete a symmetric figure  <b>Wednesday</b> - Describe position  <b>Thursday</b> - Draw on a grid  <b>Friday</b> - Maths Challenge.</p> 
<p><b>Topic</b> - As this is the last week of our East Coast Crazy topic, we would like you to create a poster to show all the things you have learnt over the last few weeks about living on the East Coast and the UK. You could include information about the area, what you have learnt about counties, rivers and mountains of the UK. This is your chance to show us what you have learnt. Think about how to design your poster, it should be eye-catching and informative. Use colour and be creative.  <b>Art</b> - Create an observational drawing of an inanimate object from your home, garden/outdoors or school. Look carefully at the shadow, textures, shapes and lines to create an accurate drawing. Decide on a medium to add colour to your picture or perhaps create a pencil drawing using different pressures to create different shades.  <b>Computing</b> - Watch the animation Luxo Jr (1986) <a href="https://www.youtube.com/watch?v=zmhZm9FRV4s">https://www.youtube.com/watch?v=zmhZm9FRV4s</a> Pixar like using inanimate objects to bring them to life to create movies. 'T. Can Animate Lite' is a free app that we also use in school to create short animations by capturing images of objects. There is also a paid version with more features if you wish to purchase it. Choose an object in your home or school and create a short animation using this app or another app that is similar if you wish to. Can you link it to our East Coast Crazy topic?</p> <p><b>PE</b>            Have a go at some of the activities on the Sports at Home document (this will be uploaded to Dojo as a PDF or in your pack) Try and have a go at as many different activities as you can. Try to involve all the family to create your own 'Virtual Sports Day'. You could think of a way to score and make certificates for the winners. We would love to see some photos of what you have done.</p> <p><b>Music</b>            Listen to Do You Hear The People Sing? This song is from a very famous musical called Les Misérables. This musical is based around The Paris Uprising in June 1832. What message does the song give? Find the pulse and move to it. Comment on the texture and timbre. Did you like the song? You don't have to like it but give reasons for your answer.</p> <p><b>French</b>            July 14th is known as Bastille Day in France. Research Bastille Day. What happened in history to make this an important Celebration? How is it celebrated today?</p> 	
<p><b>Optional things you could do!</b></p> <ul style="list-style-type: none"> <li>Continue writing your diary about your life in lockdown. Can you write about how you are feeling and the events in the news, Newsround is great to keep you up to date. <a href="https://www.bbc.co.uk/newsround">https://www.bbc.co.uk/newsround</a></li> <li>Work on some of the tasks for your 'This is Me' books. Can you complete any of the tasks on the sheet that we sent home at the beginning of the year?</li> <li>Make a plan for the summer holiday. What would you like to do? Maybe learn a new skill or craft.</li> </ul> 	

The expectation of lessons for each day is:

- Daily Maths lesson
- Daily English lesson
- Daily phonics lesson (EYFS and Class 1)
- Each day completion of a task taken from the weekly overview for Topic lessons.
- Completion of tasks assigned on online learning platforms such as Reading Eggs, Times Tables Rockstars, Numbots, My Maths and Lexia, where applicable. (Further details given below)

We expect that remote education will take pupils broadly the following number of hours each day:

Class 1 (KS 1)- a minimum of 3 hours a day.

Class 2 and 3 (KS 2)- a minimum of 4 hours a day.

We are aware that all children find elements of learning challenging at times so we encourage parents to try not to worry if their child becomes 'stuck' and the task cannot be explained to them in a way in which they understand. If this happens, we encourage parents to make a note of what they have found difficult and move onto another learning activity. Parents can contact the class teacher via Class Dojo and the teacher will advise accordingly. The school will cover any misconceptions/gaps in learning when the child returns to school.

## Reading

Reading is one of the most important educational activities adults can do with children. We encourage parents to take an active role in reading with their children. Children are expected to read at home **at least 3 times a week** but daily reading will have considerable more impact on a child's reading development. Children should be asked to read out loud regularly and asked questions about what they have read to check understanding. Children can access reading books they have at home, online eBooks and/or through Reading Eggs.



## Reading Eggs

All children have a log in for **Reading Eggs** which is an online learning platform that supports children's learning to read journey with carefully designed online reading games and activities that are easy to follow, self-paced and highly engaging for learners. Class teachers are able to assign tasks for children to complete and the children are familiar with accessing these assigned tasks. Children should be encouraged to log into their account and complete their assigned tasks on a daily basis. **Children in EYFS and KS1, should access tasks set in the Reading Eggs area of the programme whereas children in KS2 will have tasks assigned in the Reading Eggspress area of the programme.**



## Numbots and Times Tables Rockstars

All children in **Years 2 to 6** have a log in to access their personalised platform to practise essential mathematical skills on **TT Rockstars**. We encourage children use the Soundcheck area on a daily basis and to regularly engage with the Garage and Arena areas where the activities have been set by their teacher.

Children in **EYFS to Year 3** can also access **Numbots** via their own log in.

## My Maths



My Maths provides lessons paired with self-marking homework tasks for practice and to assess understanding of Maths content. These tasks are closely matched to the National Curriculum and interactive lessons provide step-by-step examples to break down learning into manageable chunks.

All children in **Years 1 to 6** have a personalised log in to access the **My Maths** online learning platform. Tasks will be regularly set for children to complete. Children should complete the assigned task in the '**Homework**' area. Working through the '**Lesson**' tasks before moving on to complete the '**Homework**' task to assess their learning. Class teachers are able to monitor children's progress as they complete the tasks. All children are familiar with using My Maths in this way as it is used as part of our in-school Maths lessons.



## **White Rose Maths**

The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used. Teachers may also upload their own lesson content that is linked to the White Rose schemes of learning being followed. This will be clearly identified in the daily Maths lesson uploaded to Class Dojo.



## **Lexia**

All children in **KS1** have a personalised log in to access Lexia. In **KS2**, Lexia is used to support some children as determined by the class teacher and these children are familiar with using this platform regularly in school. Children should be encouraged to complete **20 minutes each day** working independently at the assigned level that has been set for them. All children who use Lexia in school have been assessed at the beginning of the academic year to ensure they are working at the correct level for their current ability.

**All log ins for these online learning platforms will be sent home at the beginning of the school year and children have been made familiar with how to access these programmes. In the event that your child has not got their log in details, please contact their class teacher via Class Dojo.**

## **Additional Resources and links that can be accessed at home**

The following websites can be accessed at home to support children with their remote education. These websites offer free, readily available lessons, games, activities and support. On occasion, links to these websites may be included on the weekly overview of learning.

- **Oak National Academy**- online classroom and access to free lessons. Class teachers will direct parents to lessons applicable to our current learning in school.
- **BBC Bitesize**
- **Oxford Owl for Home**- free ebook library
- **Thinkuknow.co.uk**- online programme for advice on staying safe online

**These websites should be used in addition to the remote learning tasks provided by school and not instead of.**

### **Access to Digital Devices**

The school has carried out a survey of pupil's access to devices at home, which was completed by parents during the Autumn Term. We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The school has a limited number of devices that they are able to loan out to pupils on request.
- The school is able to provide paper copies of all tasks and the weekly overview. These would need to be collected from the **school office on a Monday morning** so that the children have access to the learning materials they need for the week. This work can then be returned to school each week on a Monday for the teacher to give feedback on.

Parents should contact the headteacher via [head@wawne.eriding.net](mailto:head@wawne.eriding.net) to discuss arranging either of these options.

### **Additional Support for pupils with particular needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils by providing work that is differentiated and adapted to meet the needs of individual children. The head teacher, SENDCo and/or the class teacher will discuss with parents/carers the needs of individual pupils where necessary.

### **Engagement in Remote Education**

The school places a high expectation that work set for remote education will be completed by pupils at home. Teachers will monitor the work being uploaded to Class Dojo and will check pupil's engagement on a weekly basis. Where we feel a pupil is not engaging with their learning, the class teacher will contact the parents to discuss ways in which we can support the child and family to access and complete the tasks set. We do appreciate that families have different schedules at home so we do not expect work to be completed at specific times. However, we would recommend that families set a routine to support their child's education. The school can offer support with this where necessary.

This Remote Education Plan works alongside our Remote Education Policy which is available on the school website.

