

# Long Wittenham Primary School Remote Learning Plan – updated 11.2.2021



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HIAS SCHOOL IMPROVEMENT

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, LWPS has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited or no access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. School Closure to all pupils but key worker and vulnerable children
2. An individual is self-isolating because of a positive test within the household
3. A group of children are self-isolating because of a case of coronavirus in the bubble
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
5. Siblings are isolating because a family member is awaiting test results or has had a positive test result

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

## 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 aimed at the continued provision in English and maths (core subjects).

Children will remain in contact with their Class teacher through MS Teams. Parents can also contact teachers through this medium and their child's login. All of our parents have access to email and can communicate with us this way too.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. English resources will be shared in line with the HIAS text drivers our children currently use in school. Both sets of resources are in line with what children use every day and also continue from our remote learning provision which was in place during national school closure.

Should a teacher become ill and be unable to prepare lessons, the Oak National Academy may be used to provide appropriate and relevant resources for teaching and learning.

Purple Mash and Learning by Questions will be utilised to support the acquisition and retention of basic core skills.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the resources provided for them.

Parent Mail will remain in use for whole school communication as this has already proved to be invaluable.

**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 LWPS 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. Should this be the case, parents must inform school.**

In preparation for home-learning, parents and children have received logins and passwords for the following platforms:

- MS Teams (all classes)
- Purple Mash (all classes)
- Learning by Questions (Parrots, Eagles and Penguins Classes)
- Tapestry (Owls and Parrots Classes)
- Teach Your Monster to Read (Owls and Parrots)
- Reading Eggs (all classes)
- Oxford Owls (Owls and Parrots – the resources on this site are exactly the same as those we use in school)

Many pupils have their own Xbox or PlayStation4. Remote learning can be accessed through these games consoles by following the instructions in the appendix.

#### **For those families with no laptops, Ipads or means of accessing online provision**

At LWPS we are determined that all pupils are treated equally and therefore get the work set by our teachers so that they have the opportunity to continue to succeed in their learning. We will therefore provide paper copies of the work that needs to be done. This will be provided on a daily basis and can be collected from the school office who will notify the parent/carer when it has been copied and is available. Should a family be isolating, a member of staff will hand-deliver it to their home. We ask that parents and carers bear with us in school when trying to deliver this as we are managing the needs of our key worker and vulnerable children as well as preparing for home learning.

Parents and carers can return completed work the following day so that it can be marked and returned to their child in due course.

Teachers will plan activities that do not always require worksheets, meaning lots of printing out at home for families. Pupils who receive work packs will therefore also be given an exercise book in which to complete their work.

## Expectations

The DfE guidance states that pupils in KS2 (Eagles and Penguins) must be provided with 4 hours home learning per day. Pupils in Owls must have up to 3 hours and KS1 3 hours per day. Class Teachers must therefore ensure that they provide daily activities accordingly. The table below is to be used for guidance only and class teachers will plan accordingly.

Parents should note that the timings are guidance only. Children will need to have regular breaks in sessions and sessions can be split and revisited later in the day or later in the week. Neither should lessons follow on directly from one another. Parents can organise their timings and sessions to fit in with their own work commitments.

Owls (3 hours max. per day)		Parrots (3 hours per day)		Eagles and Penguins (4 hours per day)	
Phonics and Reading	30 mins	Phonics/Spelling/Reading	45 mins	Reading	30 - 45 mins
Writing	30 mins	Writing	45 mins	Writing	45 mins
Mathematics	30 mins	Mathematics	45 mins	Spelling and Handwriting	30 - 45 mins
Physical Development, Understanding of the World etc.	60 mins	Non-core subjects	45 mins	Mathematics	45 mins
				Non-core subjects	60 mins

## Availability of Teachers

All class teachers are in school every morning so that the children in school have the teaching required to keep them on top of their school work. Teachers will hold their daily check-ins with all pupils from the classroom, therefore making sure that all pupils in their class have the same amount of support. Teachers will then leave school and work from home every afternoon so that they can continue to support the children learning from home, provide feedback on their work, plan and assess their next steps. They can also provide additional support to pupils in the afternoons.

Those pupils in school will be supported in their bubbles by their usual Teaching Assistant as well as 1 other TA. They will continue to have their PE lessons outdoors and will also attend forest school once per week.

## Use of Teams for video calling

Safeguarding is of paramount importance when using video calling. With this in mind, Teams video calls happening outside of school will be recorded. In cases when sessions involve just 1 member of staff and 1 child, another member of staff must also be on the call. In line with DfE guidance, pupils cannot start Teams video calls with one another. This is a function only available to staff.

# Remote Learning

The initial response to any lockdown will be to provide children with remote learning. In the case of whole cohort isolation, resources will be uploaded to Microsoft Teams so that children can continue with their remote learning. Devices have been shared with families so that they have the equipment with which they can access Teams and resources.

The following scenarios are covered in this section:	
<ol style="list-style-type: none"> <li>1. The school is open only to key worker and vulnerable children</li> <li>2. The bubble has been forced to close due to a positive case in a close contact</li> </ol>	
Ongoing Support	Safeguarding/SEND
<p><b>Children Learning from Home because of national lockdown or their bubble has closed:</b></p> <p>Using Microsoft Teams, the Class Teacher will upload worksheets 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>For those children in Key Stage 1 and EYFS, they will have daily live phonics sessions aimed at specific groups of children. The class teacher will arrange these sessions and will communicate times and resources with parents. Teachers will also be available for extra support and 1:1 or small group sessions in the afternoons.</p> <p>Children in Key Stage 2 will be invited to a Teams check in each morning during which the Class Teacher will set their expectations for learning for the day. They will also go through all of the resources, ensuring the children understand the tasks and can work as independently as they would do in class. The Teaching Assistant will also be present on this video call so that they can ensure they are part of the session and know who they need to 'dial in' to support. For children working from home, the class teacher will plan small group tutorials in the afternoons to support the children more in their learning. These are opportunities to go over learning, prepare for the next day and provide feedback from marking.</p> <p>For those children on the SEND register, TAs will be available to provide the support they need in order to fulfil their school work.</p> <p>The Class Teacher will be available between 9am and 3:30pm Monday – Friday to ensure they can provide support if needed.</p>	<p>If a child is entitled to benefit-related FSM ensure food made available through OCC catering or Edenred/Wonde (vouchers).</p> <p>If a child is vulnerable in any way, the DSL will ensure that where possible, the child will remain in school. If their bubble has been forced to close, the DSL will be in daily contact with them. This will be recorded on CPOMS.</p> <p>In line with DfE guidance on remote education platforms, provision must be in place to ensure best safeguarding practices are in place.</p> <p>Invoke the Use of Zoom and Teams Protocol.</p>

<p><b>In scenario 1 where we are open only to key worker and vulnerable children,</b> pupils attend school as normal – Key Stage 2 school day starts at 8:40am and finishes at 3:10pm, Key Stage 1 and EYFS school day starts at 8:50am and finishes at 3:20pm.</p>	
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<b>3. A child is in isolation because they have tested positive</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>If the child is ill, there is no expectation for them to complete any tasks until they are fit and well.</p> <p>If they are well enough, they can access Microsoft Teams and will be supported with a check in session with their class teacher or TA during the day. This will be arranged between the class teacher and the parent of the child. If the whole bubble is in isolation, remote learning will begin for the entire bubble. See point 1 above.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to <a href="mailto:office.3233@long-wittenham.oxon.sch.uk">office.3233@long-wittenham.oxon.sch.uk</a>. Close contacts of the child will be contacted by the Headteacher and asked to isolate for 10 days. The bubble will be closed and remote learning invoked for all pupils in the bubble.</p> <p>If a child is entitled to benefit-related FSM ensure food is made available through OCC catering or Edenred/Wonde.</p> <p>If a 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 (record on CPOMS).</p>

<b>4. A teacher has tested positive and is self-isolating</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p><b>Teacher is unwell:</b> A member of the Senior Leadership Team will provide work for the class and will provide instruction for all remote learners as in point 1 above.</p> <p><b>Teacher is asymptomatic:</b> Remote learning will take place for the entire bubble and the class teacher will provide instruction and resources as in point 1 above.</p>	<p>School office to contact parents to inform any close contacts to isolate for 10 days. The bubble will be closed and remote learning invoked for all pupils in the bubble.</p> <p>If a child is entitled to benefit-related FSM ensure food made available through OCC catering or Edenred/Wonde for vouchers.</p> <p>If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safeguarding and wellbeing checks via a phone call from the DSL (record on CPOMS).</p>

***Above all, school will continue to communicate effectively with all parties, thus ensuring the best possible support is in place at all times. For vulnerable pupils and those on the SEND register, the Headteacher and/or SENDCo will remain in contact with parent(s) to ensure they have all of the support they need.***

## Appendix 1

### Using Xbox or PlayStation to access Office 365

Accessing your remote learning. An alternative method of accessing remote learning during times of lockdown.

#### Xbox

1. Plug a keyboard in to the Xbox USB slot (less than £10 from Amazon)
2. Go in to my games and apps
3. Find Microsoft Edge and select
4. Type in [Office 365](#) and log in as you would in school
5. You can then access your work and use key packages including:
  - Word
  - Excel
  - PowerPoint
  - Teams
  - Your emails
6. To move around you use the Xbox controller or plug in a mouse

#### PlayStation

1. Identify the PlayStation internet browser icon (it is WWW with dots around it)
2. Press the PlayStation logo on the controller
3. Go to the library and find options for games and applications
4. Go in to applications and you will find the internet browser
5. Type in [Office 365](#) and log in as you would in school
6. You can then access your work and use key packages including:
  - Word
  - Excel
  - PowerPoint
  - Teams
  - Your emails

There are also tutorials on You Tube which show how to do this.

<https://www.youtube.com/watch?v=CiNzN8QxIRI>