



# West Green Primary School

## Online Teaching and Learning Strategy

At West Green Primary School, we provide a broad and balanced curriculum that is both exciting and engaging. In the event of a partial or full closure we are committed to the continuation of this learning via the Google Classroom platform.

Our main aims of our remote learning strategy will be to:

- Maintain a broad and balanced curriculum as much as is possible while ensuring consistency in the approach to remote learning for all pupils (including SEND) through the use of quality online and offline resources and teaching videos.
- To ensure our pupils' minds remain engaged in learning and there is a seamless shift between school-based learning and online learning.
- Ensure regular contact with all children and families to continue the sense of belonging and community
- Consider continued training to support remote learning for staff.

We recognise that there are a number of possibilities that we need to plan for:

- Individuals from a year group self-isolating
- Whole class lockdowns
- Whole key stage bubble lockdowns
- Whole school lockdowns
- Teachers self-isolating linked to their own children's school advice or teachers with sick children

### What does remote learning look like at West Green?

There are a number of different remote learning scenarios that schools must prepare for. Below are the potential possible outcomes and our remote learning plans for each one.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>
<p>The DHT will send an email to the family outlining government guidance on isolation and home learning expectations.</p> <p>The DHT will decide what materials are most appropriate for the individual child to achieve independently using our Remote Learning grids. Children will use resources from Oak Academy that are linked to their in class learning. Any completed work should be submitted to the CT or the DHT via the class emails. Office staff or SLT will get in touch every few days to check in on progress and wellbeing.</p>
<b>A class/phase bubble are self-isolating because of a positive case of coronavirus in their group</b>
<p>There will be 3-4 'taught' sessions each day followed by work and tasks to suit the age range and capabilities of the children. We will aim to set tasks that all pupils can complete independently with some degree of success. We will try to accommodate all students, including children with SEN or those who are more vulnerable, although we expect support will be needed to access and complete tasks for these pupils.</p> <p>Teaching will be done in bite-sized chunks followed by time for children to complete tasks independently before reporting back online to the teacher.</p>

### A teacher has to isolate due to being contacted by track and trace – unrelated to school contact

We may well direct the class to pre-recorded videos on the Oak National Academy which match the knowledge and skills on our medium term plans. Teachers may supplement this with teaching videos of their own or additional resources.

Where possible teachers may do live lessons via Google Meets. Teachers will do their best to support as 'normal' a timetable as possible. Additional adults in the bubble will be asked to provide sessions where possible. If more support is needed – this may have to be from a supply teacher if sufficient in school cover cannot be arranged.

### In the event of child or teacher illness

If pupils are unwell	If the teacher is unwell
If children are sick they will not be expected to complete work at home. A member of staff will maintain contact with the family during this period to check on wellbeing. The family should contact school once the child feels better to discuss a return to school.	If the class teacher is unwell we will do our best to provide sessions with another teacher and we will continue to send through the sessions to work on at home. We may well direct the class to pre-recorded videos on the Oak National Academy which match the knowledge and skills being taught in school.

### In the event of a Whole School Closure

Children will move to remote learning as soon as possible, depending on the amount of time we have to prepare. As with a bubble closure, the first day of learning might consist of set tasks, rather than teaching videos in order to allow staff time to prepare.

**Critical worker pupils and those considered vulnerable will continue to come to school. Children from a similar age group will be grouped together for taught sessions by a member of staff on duty. They will try to follow their online learning via Google Classroom as much as possible.**

### What a day online looks like?

Learning at home will mirror learning in school as much as possible. Children will receive the following lessons daily (Reception will be slightly different – see EYFS). The afternoon lessons will vary and reflect the sessions the children would receive if they were on site as normal. In the first day of moving to remote learning teachers will email you a letter letting you know which lessons to expect online. Our aim is to ensure children have continuity in their learning and minimal disruption for the periods of remote learning.

Day	Lesson 1	Lesson 2	Lesson 3	Lesson 4 (PM)
<b>Monday</b>	Maths	Reading	English	Humanities
<b>Tuesday</b>	Maths	Reading	English	Music
<b>Wednesday</b>	Maths	Reading	English	Art
<b>Thursday</b>	Maths	Reading	English	Science
<b>Friday</b>	Maths	Reading	English	RE/PSHCE

Below you will find a suggested daily timetable for students and one for teachers. We understand that learning from home comes with its own particular set of challenges so we suggest that you adapt it as needed to suit your family's needs. Setting a routine is helpful for creating successful learning from home environments. If you need to make any changes to your home learning timetable please communicate these to your child's class teacher by email or when they call. This will ensure they can best support your needs.

Similarly with the teacher's timetable, adjustments may be needed to suit the individual needs of a member of staff while working from home. Any changes that will affect staff interactions with your child will be communicated to you at the beginning of the remote learning period.

Suggested Daily Timetable for Children	
Time	Activity
9:15 -9:30	Live register with the teacher – children should sign on to Google Classroom and click on the Meet Link in the Stream.
9:30 – 12:00	Children should do their best to work through the Maths, Reading and English lessons.  Watch the videos provided by the teacher and have a go at the tasks! Take breaks as needed.
12:00-1:00	Lunch and Exercise! Have you tried Joe Wicks workouts?
1:00-2:15	Teachers are available for feedback/questions or live support sessions as needed during this time.  If you don't need help feel free to have a go at the afternoon lesson!
2:30-4:00	Teachers will use this time to check to see what work has been submitted and offer feedback. If your child has not submitted the work yet, staff might not look at it until a later date.  Teachers will be getting in contact with children who have not been present for the register or submitted homework.

In addition to the above we also expect all children to:

1. Take part in some form of physical activity each day (PE with Joe Wicks, a run, walk or cycle ride or some form of garden based aerobic activity e.g. skipping, star jumps etc.)
2. Read daily (to an adult or independently) and complete AR comprehensions when ready.
3. Complete MyMaths homework as set by the class teacher each week.

Teacher Timetable	
Time	Activity
8:30-9:15	Uploading resources for the day/ ensuring everything is ready and working
9:15-9:30	Live register with the children
9:30-10:00	Recording Instructions – Deciding who to call first – Who can you get going now?
10:00-12:30	Record videos for the next day /prepare resources
12:30-1:30	Lunch Break
1:30-2:15	Available for feedback/questions or live support sessions as needed
2:15-2:30	Break
2:30-4:00	Checking work that has been submitted – calls to families.

\*Preparing a bubble closure for online learning will take a day – this means the first day will consist of a series of tasks with no teaching videos or check ins. The full teaching timetable will start the next day. In the event of a Whole School Closure this will depend on notice given to schools and what is reasonable to staff.

\*\*Fridays during a bubble closure will return to full days as PPA will be given daily from 10:00-12:00 and on the first preparation day.

\*\*\* During a whole school closure live points will be timetabled to accommodate siblings.

## Feedback

Children should be receiving daily feedback on work during a bubble closure or in the event of a whole school closure. Teachers have been allocated time each day to provide this feedback using the features of Google Classroom. Similarly to in class teaching, feedback will look different for each subject and task. Feedback should be purposeful and appropriate to the task assigned and should help your child to improve their work and celebrate their achievements.

## EYFS

Remote learning in Reception will be supported with Tapestry. Staff members will use Google classroom as a platform to host live check in points, videos and materials for learning. Families will

then submit any completed work to Tapestry. This will allow students in Reception to have a continuous online learning journey. Class teachers will provide feedback and next steps to learning via Tapestry, just as they would for in school learning.

25.01.21 allocated a laptop from Nelda to keep forever. School laptop returned

### **Sickness and Absence**

While working remotely sickness and absence procedures remain the same. If a child is feeling unwell a family member should call the office and report their absence, as they normally would so that we do not expect them to take part in the daily timetable. If a family reports any illness during the live register or during phone calls, this will be reported to the office.

Particularly during bubble closures, if your child(ren) develops any Coronavirus related symptoms, please notify the school office immediately.

### **Support for Families**

Since September we have been engaging families in Google Classroom via our Friday Blended Learning afternoons. During this time, we were able to ensure that families could successfully log in to Google Classroom and we offered support as necessary. Many families were supported over the phone or during 1:1 socially distanced meetings with staff.

We were also able to familiarise families with different types of assignments that the children might encounter when learning online. This overview allowed us to create some support videos in English and Turkish targeted at common misconceptions or issues that have been successfully shared with families.

In addition to this, offering such extensive support allowed us to have a very clear picture of devices and competency at home. During lockdown newsletters have contained top tips to help families with online learning and they are still encouraged to call or come to the school for help as needed.

### **Support with Devices**

We were fortunate to receive an allocation of Chromebooks from the DfE that we are able to lend to families in need during closures. These devices are first allocated to families who have no device at home OR families who are using only a Smartphone device. During bubble closures we are able to sufficiently provide for the needs of our school, however we do not have enough devices to support a whole school closure. We are working hard to acquire more. We also have 4G routers available to support families who have insufficient internet access at home. If you need support with devices or the internet, please get in touch via the school office.

## **FAQ**

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take KS1 pupils broadly 3 hours each day and KS2 pupils 4 hours each day.

### **How will my child access any online remote education you are providing?**

Children should access their remote learning in the same way they access Friday Blended Learning tasks on Google Classroom. Children should have been using this platform both at home and in school on occasion and should be familiar with navigating it. If you are working from a phone or tablet you may also need to download the Google Meets app or Google Docs in order to access our full remote learning offer.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

The school has a number of Chromebooks and 4G routers available to loan to families who do not have a device at home or for help with internet access. Priority for these devices will be given to families with no access at all at home. If there are still devices available, we will allocate them to families who have only a smartphone at home and families who are sharing a device between multiple siblings. If we are unable to provide a family with equipment, we will make printed materials available for drop off or collection via the school office. These may vary from the materials being used in Google Classroom.

## **How will my child be taught remotely?**

Teachers will pre-record lessons for the children to watch before completing an assigned task. Pre-recording allows for the teachers to build in interaction and flexibility and to mirror their in-school practice. Children will be prompted throughout the lessons to pause and have a go at something before carrying on. Children may also go back and try again if they are having difficulties. Tasks will be set using Google Classroom. Teachers will set a variety of engaging tasks that may require children to use Google Docs or Google Forms. Some tasks may be completed on paper and photos can be attached when turning in work. Staff might add additional support for children to help differentiate or scaffold a task – these will be in the form of links or word banks.

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

Learning at home is just not the same as learning in school and we appreciate this. We know that many of you might experience difficulty in setting routines and navigating barriers like working from home or supporting multiple children. We have set out a suggested daily timetable above that we would recommend you try, however it won't fit perfectly for everyone. Make the adjustments you need and remember to add breaks. Communication with school is key here! If you are struggling at home, please reach out and we can offer support.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Staff check engagement on a daily basis to ensure children are accessing lessons and to offer feedback on work submitted to support progress. A daily log of engagement is completed by the teacher in order to track who is regularly completing their work online. If children are not at the live register and they have not submitted their work for the previous day, it is likely that a member of staff will call to check in. This system allows us to offer immediate support to any families who are having difficulties. Staff will use phone calls but may also send emails if we have any concerns about your child's engagement and learning. Again, communication with the school is key. If there is any reason why your child cannot complete the work just let us know.

## **How will you assess my child's work and progress?**

Feedback online can come in many forms. Teachers will use the following things to provide feedback and assess progress:

- Individual comments on pupils' work
- Whole class feedback – via comments or during live sessions
- Quizzes or Google Forms
- Private comments to provide timely feedback
- Jamboards, Padlets or Google Sites