



# Whitefield Primary School

## Remote Learning Offer and Home Learning Contingency Plan for parents

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## Remote education provision: information for parents

This plan is based on the [contingency framework for managing local outbreaks](#) of COVID-19 and the [schools operational guidance from step 4](#), provided by the Department for Education (DfE).

It may be necessary to implement these measures in the following circumstances, for example:

- To help manage a COVID-19 outbreak within the school
- If COVID-19 infection rates in the community are extremely high, and other measures have failed to reduce transmission
- As part of a package of measures responding to a 'variant of concern' (VoC)

Setting up our home learning allows for both school-based and remote learning environments to work hand in hand, helping children to learn and achieve. This will ensure that any local or national lockdowns of school premises in the future will be met with effective response.

With the possibility of future local or national lockdowns, the DfE have defined keeping education going must remain a high priority.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require children to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

**Staff should read this document in tandem with the HOME CONTINGENCY document setting out staff expectations**

### The remote curriculum: what is taught to pupils at home

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.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

#### Early Years

- There will be a Nursery and Reception virtual classroom. You child can click on and access the activities here.
- It is important that your child engages with their virtual classroom every day
- Staff will check in with your children regularly

#### Key Stage 1 & 2

- There will be daily maths activities, your child needs to do these every day
- There will be a virtual classroom with links to the other websites like Active Learn, Spelling Shed and Times Tables Rocks
- It is important that your child uses several of these every day

- Complete the daily English lessons from Oak Academy
- Complete the other activities set
- Staff will check in with your children daily.

**Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may use Oak Academy online lessons for English which are based on a different text to the same text but with the same curriculum objective.

This equates to approximately three hours of work for my child in KS1 and four in KS2. This is not necessarily all online

**Remote teaching and study time each day**

Full expectations are set out in Appendix 1 & 2

**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 pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

**Accessing remote education**

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

The Seesaw family and class apps are core to our offer and other systems will be signposted from there. Children have all been given the school seesaw code and our data shows that all children have accessed seesaw.

- Active Learn for reading
- Times tables Rockstars
- LGFL Busy things
- Spelling Shed
- Reading Plus (years 5 & 6)

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

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:

All children have been contacted by staff to find out if they have access to suitable device and to WIFI access.

School also monitor access to online learning daily and call children to establish what barriers they have.

We have available devices to support home learning and home WIFI solutions for families who need them. Families are set up by school and liaise closely via the school mobiles and office.

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

We use a combination of the following approaches to teach pupils remotely:

- Children are expected to complete a minimum of 3 (KS1) or 4 (KS2) hours work per day as a minimum
- Children need to respond to the virtual register at 9am and 1:30pm
- They need to look at the daily timetable and access and complete the activities set by the class teacher.
- In addition, children can access online learning platforms such as TT Rockstars and Active Learn, through the Virtual Classroom.
- Staff will check in with your children. This is expected between the hours of 9-3pm. Staff will not privately message your child.
- Staff will monitor the engagement for children and will contact you if children are not completing the set activities.
- Children in year 6 will access live teaching supported by online activities
- Children in other year groups will have a daily timetable and be expected to complete activities related to teaching videos by class staff, Oak Academy or other sources such as White Rose Maths or Letters and Sounds
- Wider curriculum activity will be published by subject specialists

## **Engagement and feedback**

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

It is expected that children access as a minimum the check ins and English and Maths activities set by staff.

#### **Expectations of children**

Our desire is that all children will access the minimum of 3 hours (ks1) and 4 hrs (ks2) determined by the DFE and we will work with families to maximise engagement

#### **Expectations of parents**

I need to tell the school if my child does not have access to a device or the internet

I want to make sure that my child keeps up with their learning

I need to help my child's learning by reading with my child every day and supporting them to complete their seesaw activities

I can see the activities in the seesaw class app NOT in the seesaw family app

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

We have a daily report of all children who have been active on seesaw as well as activities they will complete. SLT review this and action as an attendance issue daily with phone calls from the Attendance/Safeguarding team or teachers daily.

Teachers also review engagement and will message or call parents if there are issues around engagement.

They will post encouragement and reminders to children to complete work on the Seesaw field. They will not privately message children

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Teachers will mark English and Maths and give children individual feedback as needed

Teachers will also give group learning feedback on some activities as they feel needed.

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

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

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 in the following ways:

For Early Years we will post simple and accessible home activities that parents/carers can do offline as well as phonics teaching and other content online.

We recognise that SEND children may find accessing core curriculum activities without teacher support and scaffolding difficult and will ensure a personalised approach for identified children which may involve using wider learning sites or different approaches to reach the same objective

We recognise some neurodiverse children may be avoidant of remote learning. Parents/Carers will be offered support at home from OSSME foundation and ADHD foundation and signposted to the ASD training team as needed by the Inclusion Manager.

## Remote education for self-isolating pupils

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

Scenario
1: Universal Offer of home learning support to all children. School is open
2: Supporting children who are working at home due to Covid related absence who are well <u>Note If a child is unwell, we will not expect them to complete work</u>
3: A cohort of children needs to isolate for a period of time. They are well. This may be in the case of local or national lockdown

**Principles behind our Home Learning Approach**

<b>Relationships</b>	<p>We know that strong relationships are core to our children feeling secure and engaging in learning. This is exactly the same for online learning. Interactions with trusted, important adults form the springboard for learning to happen. Conversations with peers, and sharing the work of others sets expectations and motivates. Feedback keeps us on track.</p> <p>Teaching assistants are also able to interact, comment and post. Often they have very significant relationships with children and this will encourage them to engage.</p> <p>Our Wellbeing lead will post regularly and be accessible to the children.</p> <p>Staff promote safe peer relationships and conversation through GoBubble</p>
<b>Familiarity</b>	<p>Children need to use the platform regularly and be explicitly taught how to login, access work, and how to create posts as well as access material. The principles of being presented with new learning and supported to apply and practice the learning apply in our blended learning approach. This means that even when not in isolation home learning will be used to consolidate teaching in class and also for pre-learning.</p> <p>Parents are given clear expectations and supported to access the technology remotely. There are clear pathways to ask for help, even in lockdown and request for support are valued.</p> <p>EAL families are shown how to translate, and all are shown how to make verbal posts as well as written</p>
<b>Relevance</b>	<p>The learning online is given context and is carefully sequenced so it makes sense to the children, builds on prior learning and links together. Staff make the links between learning explicit in the way activities are described, and in their comments and feedback they remind children of previous curriculum and learning.</p>
<b>Breadth</b>	<p>As well as core learning in English and Maths, home learning builds on the wider curriculum offer. In addition to the year group offer, key staff in school offer children a broad range of rich content and activity from the breadth of resources available.</p> <p>The use of the virtual classroom signposts children to wider platforms and content relevant and accessible to them</p>
<b>Consistency</b>	<p>Expectations are clear to children and parents. Staff will be expected to interact during the hours of the school day. We make explicit what is available when and how to access it</p> <p>The offer across the school is presented in a common way between classes and year groups so children have a consistent quality of offer and access</p>
<b>Flexibility</b>	<p>Whilst the content, presentation and timing is consistent we recognise that children may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allows children access when they can and is flexible to their circumstances</p>
<b>Ease</b>	<p>As much as possible we will minimise the need to create accounts or use multiple platforms or passwords. There is a single point of contact for support via <a href="mailto:admin@whitefieldprimaryschool.co.uk">admin@whitefieldprimaryschool.co.uk</a></p>
<b>Management information and Follow up equality of access</b>	<p>Engagement in learning is monitored qualitatively by the children’s teachers. In addition management information from seesaw shows us when children have accessed and how much engagement they have had. The safeguarding team will follow up families who are not accessing to make sure there are no concerns and also to understand and remove barriers to access.</p> <p>Our main focus will be on enabling children to access the online platform, but if paper-based solutions are necessary we will use them. Our expectation is this will be for a handful of children</p>
<b>Workload</b>	<p>All plans will be made with staff consultation and created with workload in mind.</p> <p>We will make expectations clear to parents so they understand how to balance demand on their children and also on staff.</p> <p>Staff have accessed considerable training and have peer network support. Some staff have become “experts” in the platforms used.</p>

Whitefield’s approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies



## SIX TOP TIPS

To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

**Don't worry about screen time; aim for screen quality**  
Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.

**Check the safety settings are turned on**  
Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.

**Get your children to show you their apps and games**  
You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?

**Don't try to hide the news about coronavirus**  
If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.

**Remind them of key online safety principles**  
There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

**If you aren't sure, ASK!**  
Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at [reporting.lgfl.net](https://reporting.lgfl.net), including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources

## Home learning Parent Guide (Early Years) – YOU MUST BE ON BOTH THE SEESAW CLASS AND FAMILY APPS

If you are not accessing Seesaw then you **must call** the office. All communications are through Seesaw.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example we may use Oak Academy online lessons for English which are based on a different text to the same text but with the same curriculum objective.

This equates to approximately three hours of work for my child in KS1 and four in KS2. This is not necessarily all online

	What I need to do	What my child needs to do
<b>My child is in school</b>	<p>I need to tell the school if my child does not have access to a device or the internet</p> <p>I need to help my child's learning by reading with my child every day and supporting them to engage with their seesaw activities and virtual classroom.</p>	<p>There will be a virtual classroom which your child can use. This is just a "cartoon" version of a classroom with links to your child's learning activities</p> <p>You can find activities in the Seesaw class app, we will send a code home for that. Your child can complete them with you and send what they have done back to their teachers</p>
<b>My child is working at home due to Covid related isolation They are well</b>	<p>I need to tell the school if my child does not have access to a device or the internet</p> <p>I want make sure that my child does not fall behind</p> <p>I need to help my child's learning by reading with my child every day and supporting them to engage with their Seesaw classroom</p>	<p>There will be a Nursery and Reception virtual classroom. You child can click on and access the activities here.</p> <p>It is important that your child engages with their virtual classroom every day</p> <p>Staff will check in with your children regularly</p>
<b>A group of children are at home due to Local or National guidance</b>	<p>I need to tell the school if my child does not have access to a device or the internet</p> <p>I want make sure that my child does not fall behind</p> <p>I need to help my child's learning by reading with my child every day and supporting them to complete their seesaw activities</p>	<p>There will be a Nursery and Reception virtual classroom. You child can click on and access the activities here.</p> <p>It is important that your child engages with their virtual classroom every day</p> <p>Staff will check in with your children every day.</p>

## Home learning Parent Guide (KS1 & 2) – YOU MUST BE ON BOTH THE SEESAW CLASS AND FAMILY APPS

If you are not accessing Seesaw then you **must call** the office on 0151 2635976.

**All other communications are through Seesaw.**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example we may use Oak Academy online lessons for English which are based on a different text to the same text but with the same curriculum objective.

This equates to approximately three hours of work for my child. This is not necessarily all online

Our primary online remote education is Seesaw

	What I need to do	What my child needs to do
<b>My child is in school</b> •	I need to tell the school if my child does not have access to a device or the internet I need to help my child's learning by reading with my child every day and supporting them to complete their seesaw activities I can see the activities in the seesaw class app NOT in the seesaw family app	<p><b>There will be daily maths activities, your child needs to do at least 2 of these a week.</b></p> <ul style="list-style-type: none"> <li>• There will be a virtual classroom with links to the other websites like Active Learn, Spelling Shed and Times Tables Rocks</li> <li>• It is important that your child uses one of these every day</li> <li>• You can choose to do the other activities. They build on what they are learning in class</li> </ul>
<b>My child is working at home due to Covid related isolation</b>	I need to tell the school if my child does not have access to a device or the internet I want make sure that my child keeps up with their peers I need to help my child's learning by reading with my child every day and supporting them to complete their seesaw activities I can see the activities in the seesaw class app NOT in the seesaw family app <u><b>If a child is unwell we will not expect them to complete work</b></u>	<ul style="list-style-type: none"> <li>• <b>There will be daily maths activities, your child needs to do these every day</b></li> <li>• There will be a virtual classroom with links to the other websites like Active Learn, Spelling Shed and Times Tables Rocks</li> <li>• It is important that your child uses several of these every day Complete the daily English lessons from Oak Academy Complete the other activities set Staff will check in with your children daily.</li> </ul>
<b>A group of children are at home due to Local or National guidance</b>	I need to tell the school if my child does not have access to a device or the internet I want make sure that my child keeps up with their learning I need to help my child's learning by reading with my child every day and supporting them to complete their seesaw activities I can see the activities in the seesaw class app NOT in the seesaw family app	Children are expected to complete a minimum of 3 hours work per day. Children need to respond to the virtual register at 9am and 1:30pm They need to look at the daily timetable and access and complete the activities set by the class teacher. In addition, children can access online learning platforms such as TT Rockstars and Active Learn, through the Virtual Classroom. Staff will check in with your children. This is expected between the hours of 9-3pm. Staff will not private message your child. Staff will monitor the engagement for children and will contact you if children are not completing the set activities.