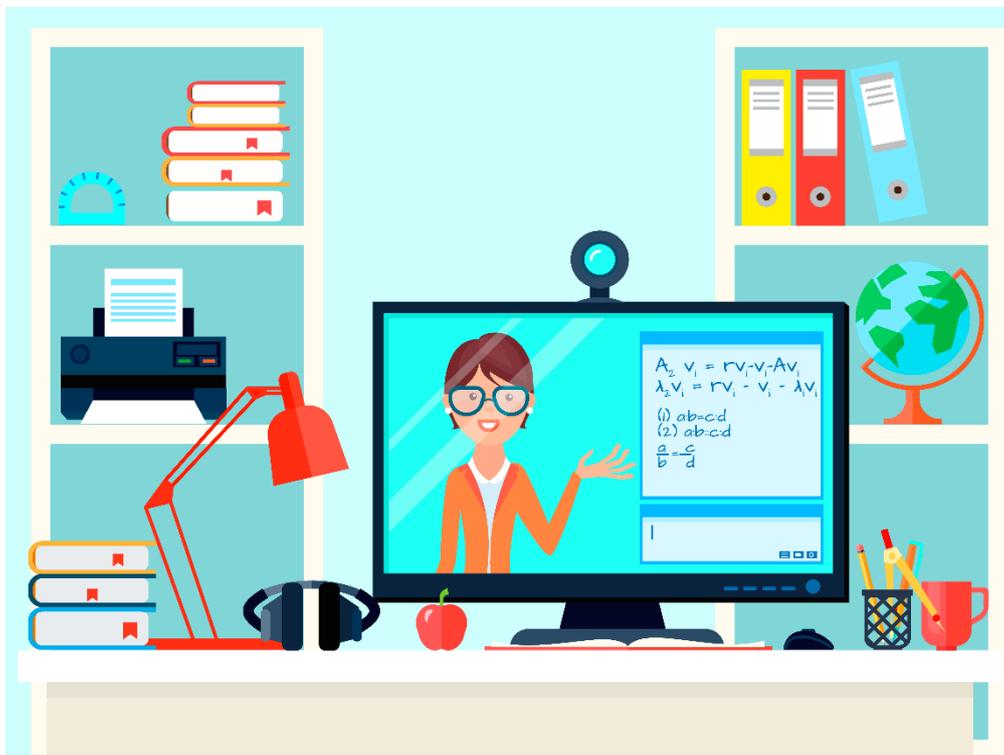




Parent/Carer Handbook Remote & Blended Learning January 2021



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Welcome to our Remote Education Guide

Dear Parents & Carers,

Following on from the briefing on Monday 4th January, we are now only open to children of key workers and vulnerable children. As before, our priority is keeping all members of the Wellesley Park community safe, whilst providing the best education possible to all pupils, whether home learning or in school.

We know this is an anxious time for everyone and would like to do all we can to help whilst keeping everyone safe. The document below has been updated to reflect the changes we will now see and answer any questions you may have.

At Wellesley Park Primary School, we understand the need to continually deliver high-quality education, including periods of remote working – whether for an individual pupil, or many. We recognise the importance of maintaining high standards in all areas of school life, ensuring that all pupils have access to the learning resources and support they need to succeed and promotes our sense of belonging.

Through the implementation of our **Remote Learning Policy**, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

Where a class, group, or a small number of pupils need to self-isolate, or local/national restrictions require pupils to remain at home, we will offer immediate remote education.

At Wellesley Park Primary School, we are committed to:

- Using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
- giving access to high quality remote education resources
- selecting online tools that will be consistently used across the school, in order to allow interaction, assessment and feedback and ensure all teaching staff are trained in their use
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognising that younger pupils and some pupils with SEND may not be able to access remote education, without adult support, therefore we will work with families to deliver a broad and ambitious curriculum appropriate to their needs

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Mrs Wilkins

When will this plan be implemented?

This plan offers remote learning opportunities, whilst also acknowledging that some households have limited access to devices and may require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating awaiting a test result
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. Local or National restrictions – including school being open to critical workers and vulnerable children

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

Software and on-line platforms

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources. Online video lessons will not necessarily be recorded by the teaching staff at school. The DfE has introduced the Oak National Academy, which is a virtual school that provides lessons in lieu of school-led video content.

Our main platforms for on-line learning will include the following:

 OAK NATIONAL ACADEMY	 Accelerated™ Reader	 White Rose Maths	 BBC Bitesize
 PhonicsPlay	 TalkforWriting	 TIMES TABLES ROCK STARS	 ClassDojo

Children will remain in contact with their class teacher/teaching assistant with the use of Class Dojo, pre-recorded videos, telephone calls and online Team meetings (if appropriate) to share successes, communication, provide feedback and maintain the children's sense of belonging.

Some learning will be in the form of a pre-recorded session. This will allow children to access a sequence of learning that they can refer back to as many times as they wish and build upon knowledge and experiences. This may also allow a degree of flexibility in at what time children access materials to best fit in with their daily routine.

Oak Academy has been selected to support remote learning for a number of reasons: their lessons are in-line with our teaching ethos; they encourage the use of retrieval practice; they demonstrate explicit teaching with high quality modelling and the use of purposeful practice. The online lessons are free to all and offer a recorded taught session, so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

Class teachers will also incorporate the use of these lessons in the classroom, so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Phonics Play, Accelerated Reader and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Blended learning

At Wellesley Park Primary School, we have already developed a 'Blended Learning' approach into the delivery of our curriculum. Blended Learning is a mixture of learning methods that incorporate multiple teaching modals - most frequently eLearning and traditional face-to-face learning - so that our children have equal access to our curriculum, both in school and in the home.

Blended learning is a natural development to the growing accessibility of eLearning, online resources, and the continued need for a human component in the learning experience. A blended learning approach ensures that the child is engaged and driving their individual learning experience. This approach also helps cater to the individual needs of the learner, most children have unique learning styles and a blended approach is more likely to cater to those needs, than a traditional classroom teaching experience.

A typical remote-learning day

In the morning, a video will be uploaded to ClassDojo of the class teacher introducing and explaining the learning for that day. This will give your child a chance to see their teacher and ask any questions they (or you) may have about the day's learning.

In the afternoon, a video will be uploaded of the class teacher reading the current class story.

We understand that home learning can be difficult to manage, **however the expectation is that your child will complete their work daily and, once completed, this should be uploaded for their teacher through portfolios on ClassDojo.**

If you find it difficult to support your child to complete their learning on-line or if you have any questions, please contact your child's teacher or email the school office:

sch.393@educ.somerset.gov.uk

Your child's class teacher will respond to your child's learning during the hours of 8:30am – 3:30pm – Monday to Friday. Please support your children with their learning. Your child's engagement with their learning will be tracked on a daily basis and we will make contact with you to provide further support if needed to ensure engagement.

ClassDojo

ClassDojo will be the main platform for all home learning. Timetables will be uploaded weekly and videos daily to support this. Class teachers will be available via messages to answer questions you may have. They will aim to get back to you as soon as possible but may also be teaching those children still in school so will not always be able to reply immediately.

ClassDojo Portfolios

ClassDojo portfolios will be your main source of submitting children's learning. Older children will be able to do this themselves using their own log in or as a parent you can log in to your child's account to submit the learning for the day. This link gives a guide for how to do this on each type of device. Please ask your child's teacher if you need any more support.

<https://classdojo.zendesk.com/hc/en-us/articles/115004708883-How-Does-My-Child-Log-into-Their-Student-Account-at-Home-to-Post-to-Their-Portfolio-#web>

Home Learning Packs

If you are unable to access any of the resources, please message your class teacher who will arrange for you to collect a pack of printed resources. These will be available on a Monday or Wednesday morning from outside the office, from 10am – 12pm. These can also include paper, pens, pencil, exercise books or other resources you may need for successful home learning, if requested.

A typical day's timetable

The weekly timetable will be uploaded to ClassDojo, along with any resources, on a Monday morning. A typical day is outlined below with suggested timings. These timings may vary depending on the child and should be used as a guide.

The remote education offer is equivalent to the core teaching pupils will receive in school. The amount of education provide should be 3 hours for Reception and key stage one and 4 hours for key stage 2

Reception and Key Stage One

Session	Outline	Timing
Introduction Video	This will introduce the day and outline the child's learning for that day. It is an opportunity to ask any questions before the day starts	10 minutes
SPaG	Spelling, Punctuation, Grammar or Handwriting. A short session focussing on a particular skill	20 minutes
Maths	An introductory video with a follow-on worksheet activity, usually from White Rose Maths.	30 minutes
English	A writing task using our Talk4Writing programme and current story map, or a more in-depth SPaG lesson	1 hour
Reading	Reading comprehension will include: interpretation of the text, examination of style and language, retrieval skills, predictions, vocabulary understanding, exploring character feelings, etc.	30 mins
Wider Curriculum 1	History, geography, RE, art, DT, science, PE, music or PSHE. These may not all be taught each week depending on where the class currently is in their rotation of subjects.	45 minutes
Class Story	A video read by the teacher of the current class story	10 minutes

Key Stage Two

Session	Outline	Timing
Introduction Video	This will introduce the day and outline the child's learning for that day. It is an opportunity to ask any questions before the day starts	10 minutes
SPaG	Spelling, Punctuation, Grammar or Handwriting. A short session focussing on a particular skill	20 minutes
Maths	An introductory video with a follow-on worksheet activity, usually from White Rose Maths.	30 minutes
English	A writing task using our Talk4Writing programme and current story map, or a more in-depth SPaG lesson	1 hour
Reading	Reading comprehension will include: interpretation of the text, examination of style and language, retrieval skills, predictions, vocabulary understanding, exploring character feelings, etc.	30 mins
Wider Curriculum Session 1	History, geography, RE, art, DT, science, PE, music or PSHE. These may not all be taught each week depending on where the class currently is in their rotation of subjects.	45 minutes
Wider Curriculum Session 2	History, geography, RE, art, DT, science, PE, music or PSHE. These may not all be taught each week depending on where the class currently is in their rotation of subjects.	45 minutes
Class Story	A video read by the teacher of the current class story	10 minutes

Online Safety

At Wellesley Park Primary School, we promote and discretely teach children how to be safe on-line. Internet security is a very important issue for all children, and we all want every child to be safe and happy whilst on the internet. Below are some useful websites for parents to support on-line safety at home:

 <p>Parental controls Advice on setting up parental controls to help you keep your child safe online.</p>	https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/
 <p>10 TOP TIPS REMOTE LEARNING FOR PARENTS</p>	https://www.wellesleyparkschool.com/uploads/pdf-files/642-10_Top_Tips_for_Remote_Learning.pdf
 <p>Screen Time Boundaries</p>	https://www.childnet.com/parents-and-carers/hot-topics/screen-time-boundaries
 <p>Internet Matters six tips for keeping children safe while online gaming</p>	https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Tips-Keeping-children-safe-while-online-gaming.pdf
 <p>What you need to know about... AGE RATINGS</p>	https://nationalonlinesafety.com/hub/view/guide/what-parents-need-to-know-about-age-ratings-bbfc-peg-i

<p>Online Safety Tips For Children</p>	<p>https://www.wellesleyparkschool.com/uploads/pdf-files/335-Online Safety Tips for Children.pdf</p>
<p>What parents need to know about YOUTUBE</p>	<p>https://www.wellesleyparkschool.com/uploads/pdf-files/488-YouTube Parents Guide.pdf</p>
<p>Online abuse We've got advice and support for you and your child to help keep children safe online.</p>	<p>https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/</p>

We encourage our children to follow the SMART rules of on-line safety:

Be smart on the internet

S SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE Information you find on the internet may not be true, or someone online may be lying about who they are.

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk

www.kidsmart.org.uk
Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

Childnet International
www.childnet.com

KidSMART

Emotional Health and Well-Being

These are uncertain times for us all and it is of vital importance that we look after each other and stay in regular contact.

As part of good-practice, your child's class teacher will make a weekly 'check-in' with any pupil and their family, who is absent due to any necessary self-isolation, or bubble closure. This check-in will be through private message via Class Dojo in the first instance and followed up by phone, if no response is received. These check-ins are to ensure that all parents/carers and our pupils, have the chance to share any positives, changes or concerns they may have, as well as ensuring that as a school we are adhering to our duty of care for every child.

In addition, our Pastoral Support Lead will continue to support our Wellesley Park pupils and families, through face-to-face check-ins when possible / phone calls / emails and Class Dojo. If you feel that your child/family would benefit from this additional pastoral support, then please speak to your child's class teacher and a referral can be made.

At Wellesley Park Primary we value the health and development of every child, with a 'whole child matters' approach; this includes caring about and monitoring every child, for their academic, social, physical *and* emotional wellbeing.

Families, whose child is on our main SEND register, also have the additional reassurance of direct contact with our school SENDCo – for any concerns regarding their child's health, academic provision or mental health (for example).

Safeguarding

We continue to remain committed to excellent standards of safeguarding. Should you have any safeguarding concerns these can be emailed to our dedicated email address where one of the safeguarding team will respond: 393safeguarding@educ.somerset.gov.uk