



WOODVALE PRIMARY ACADEMY

Remote Education Plan v3 – September 2021

Aim:-

This document aims to outline the systems and processes that are needed in the event of pupils unable to attend school due to needing to isolate. This may be because they have tested positive for COVID-19, because they are isolating following a period abroad or any other reason.

The DfE’s remote learning guidance (July 2021) details that not all people with COVID-19 have symptoms and so remote learning will be provided for pupils who need to self-isolate if they are well enough to do so.

It outlines how remote learning will be accessed, what will be provided so there is continuity of education and how parents can communicate with school.

The Principal has overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

Process:-

We recognise that pupils who have tested positive for COVID may be unable to complete remote learning if they are unwell. Therefore the following process applies:-

- For any child who is isolating for any reason but has not tested positive (e.g isolating after a period abroad), ‘Day 1’ (see below) applies from their first day of absence.
- For any child who has tested positive for COVID, ‘Day 1’ applies for the first day that the child is well enough to access remote learning. Parents are expected to contact the office to notify school of when their child is well enough to access remote learning. This may also be picked up through welfare calls made by class teachers during the period of isolation.
- Parents will be emailed with an explanation of how to access remote learning and how to also access support if needed.

Platform and Software Choices:-

What?	Why?
Microsoft Teams	This will be used from Year 1 up to set and collect remote learning. Most pupils and parents are familiar with this from previous lockdowns. Staff know how to set assignments and communicate with pupils. Teams is



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	supported by GAT and is the main method of communication within the Trust. It is intended that pupils from UKS2 will access this independently whilst pupils in Ys1-4 will need support from a parent or carer.
Tapestry	This will be used for Early Years classes. Parents are provided with a login at the start of the year as Tapestry is used by EYFS to collect evidence – photos, comments etc.. It has a straightforward interface and will be accessed by parents and carers. There is no expectation that pupils access Tapestry.
Power Maths Remote Learning	Power Maths adopts a mastery approach to teaching mathematical concepts and children are familiar through lessons in school with this approach. Children can be assigned lessons from the home learning section of the website which includes teaching videos and activities.
Times Tables Rock Stars	This subscription supports fluency practice in times tables and other number facts. It is well established in the school and all pupils are familiar with how to access and use this.
Spelling Shed	Spelling Shed activities can be set and assigned to pupils for them to then work on and practice independently.
Bug Club (EYFS and KS1 only)	The school teaches phonics through Letters and Sounds and the 'Bug Club' website supports this with children able to access books. These are specifically assigned to children depending on their phonics level and can be set at individual pupil level. Parents and staff are familiar with this as it was introduced during lockdown earlier in the year.
Oak National Academy	This website, supported by the DfE, provides high quality teaching videos and resources to support remote learning. The school's English and Foundation Curriculum will be taught through Oak National Academy where pupils/staff are self-isolating. Oak National Academy integrates well with Microsoft Teams and allows lessons and activities to be assigned directly into Teams.

Overview:-

On the first day that a pupil is self-isolating, there will not be any work assigned to them. They will be expected to access the following:-

Day 1 Suggested Timetable	
Maths	Times Tables Rock Stars – 30 to 60 minutes
Reading	Reading from school reading book or accessing Bug Club (EYFS and KS1 only) – 30 to 60 minutes



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Writing	Access the 'Picture of the Day' from Pobble365 and complete the story and/or other activities from the website as appropriate – 60 minutes
Foundation	Access 'BBC Bitesize' to find activities linked to Cornerstones Curriculum – 60 minutes

Day 2 onwards:-

Work will be set by the class teacher in line with the Overview section above. It will also include videos or other resources to support remote learning designed by the class teacher as appropriate. It is expected that this will be submitted back via Teams or Tapestry to allow the teacher to comment on the work. Parents and carers should submit the completed work (or photos of the completed work) through the 'Assignments' section of Microsoft Teams, or via Tapestry depending on the age of the child. Parents will be given the option to collect an exercise book from school to record home learning in during the duration of the lockdown

Accessing Work:-

As detailed above, work will be assigned to children through Microsoft Teams or Tapestry. During the March-June lockdown it was possible to access work through the school website but this will not be possible from October 2020 due to the variety of software and websites being used.

Most parents and carers will have suitable access to IT hardware (laptop, tablet etc...) at home. Where there are issues with IT hardware or internet connectivity, parents should contact the school who will try to resolve the issue where possible. This may be through the loan of equipment such as laptops or provision of mobile data if there is capacity for this.

SEND:-

We recognise that pupils with SEND may not be able to access remote learning and the child's class teacher and SENDCo will work with families to ensure that work provided is ambitious and meets their level of need.

Teams Chat:-

Each class has a class chat set up in Teams. This is a place where children can ask for help if needed or communicate to other children in the class. These chats are monitored by both the class teacher and members of SLT and any inappropriate behaviour will be dealt with in line with our Behaviour Policy. Children should avoid 'spamming' the chat by repeatedly posting in short succession. For safeguarding reasons, it is not possible for individual pupils to use



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this facility to chat with each other privately. If an individual child is isolating at home, it may not be possible for the class teacher to respond to messages via Teams as they will in school with their class.

School to Home Communication:-

Parents and carers should be aware that if their child's class teacher is still teaching in school (for example an individual child or small group of children are self-isolating) that any messages in Teams or Tapestry will be answered at the earliest possible opportunity and that this may not be until later in the day.

If parents are unable to login to Teams or any of the other websites used for remote learning then they should complete the form available on the 'Our Classes' section of the school website and a member of staff will make contact to resolve the problem.

If a family does not have access to a laptop or other mobile device to access Teams, the school will do all it can to support them and may loan school owned IT equipment or provide paper copies as appropriate. Parents should inform the school if they have barriers to accessing remote learning.

The school will maintain contact with children and families who are self-isolating through phone calls. These may come from the child's class teacher or a member of the school's pastoral team.

Class teachers will monitor pupil's access of remote learning and will ensure that if remote learning is not accessed or completed that this is followed up. This may be by the class teacher, phase leader or other senior member of staff. In all cases, staff will engage with and support parents and try to overcome the barrier to accessing or completing work.

Monitoring of Remote Learning Plan:-

This plan will be reviewed by SLT as and when updates to home learning are provided by the government or at the end of each half term, whichever is earliest.

Links with other policies:-

This policy is linked to our:-

- Woodvale Primary Academy Site Specific Safeguarding Arrangements Policy
- Trust Safeguarding Policy
- Staff Code of Conduct



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- Trust Data Protection Policy
- Woodvale Primary Academy Behaviour Policy