



Wooden Hill Remote Learning Plan 2020-2021

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Wooden Hill Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

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

How we have put together our plan

A survey was sent to parents to complete online for each child in the school during week beginning 14.9.20. Data was gathered about the devices available to each child as well as parental preferences for how information is shared. The responses have been used to help inform our planning. See appendix 2 for a summary of the main outcomes from the survey. A further survey was carried out during February half term in the middle of Lockdown 3 in an attempt to find out more detail about the experiences families were having at home (See appendix 3).

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 provided by Oak National Academy and White Rose Maths.

Children will remain in contact with their class teacher via live stream (Google Meet)-after taught sessions- and Google Classroom- to share successes and communications- as well as by telephone. See Appendix 1 for guidelines on using these safely. Reception will use Tapestry for parents to upload work and for giving feedback.

Oak National Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons encourage the use of explicit teaching with high quality modelling. 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 are to use the 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.

Spelling Shed, Numbots, TT Rockstars, Read Theory and Teach Your Monster to Read will all be utilised to support the acquisition and retention of basic core skills.

Live streaming (via Google Meet) will support school in offering true online learning with the opportunity for the children to communicate with their teacher through a live video link. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak National Academy, White Rose resources and teacher made teaching videos.

Google Classroom will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The 'Stream' page will offer the chance for children, parents and teachers to celebrate children's work and maintain our school community. Teachers must take responsibility for monitoring the 'Stream' and ensuring that it is only used to comment on school work or other appropriate interactions.

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 wooden Hill Primary School 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.

In preparation for home-learning, parents and children have received logins and passwords for the following platforms (likewise teaching staff need to be familiar with them). These details should be stuck into reading record books:

- Google Classroom
- Spelling Shed
- TT Rockstars/Numbots
- Read Theory (Y5/6)
- Teach Your Monster to Read (R-Y2)

In order to ensure that all families can access Google Classroom, a piece of home learning will be put up weekly by all year groups (Nursery to Year 6). Class teachers will monitor this and challenge parents if they are not supporting their child to access the learning. The aim of this is to ensure that all families know how to log on to google Classroom prior to any self-isolation.

At all times, the school website must be updated weekly to reflect the learning in the class. This may either be in school, at home or a mixture of both depending on the situation.

Remote Learning

Layered approach

Layer 1	All children from Reception to Y6 provided with a set of age appropriate CGP workbooks. Following Lockdown 3, these have been distributed to all families who wanted one. These will continue to be offered to families who do not have them at home.
Layer 2	All year groups provide basic work on Google Classroom every week from the beginning of the autumn term.
Layer 3	All year groups provide a pack of the work provided on Google Classroom for any families which register for it (available to collect on a Friday)
Layer 4	All year groups add to this basic provision where a child is in isolation for two weeks.
Layer 5	Whole or part bubble sent home to isolate- full remote learning plan operated

Further details of the layered approach

Pupil needs to isolate whilst they, or someone in their household, is waiting for a test result.	
Ongoing Support	Safeguarding/SEND
<p>Basic home learning materials will be provided on Google Classroom each week. These will be uploaded weekly by teachers ready for Sunday evening and reflect what is being taught in class. If a child is off for a few days whilst they wait for a test, or wait for a family member to get a test, then these materials should be sufficient.</p> <p>For FS, ideas for activities will be uploaded weekly in line with the topic in school.</p> <p>For Y1-Y6, White Rose maths will be uploaded (teaching videos and worksheets), Oak National Academy will be used for English teaching. Teachers may choose to adapt their Write Stuff planning each week for potential remote learning but there is not an expectation for this to happen. For non-core lessons, a week long project will be uploaded for each subject area covered in the topic. Alternatively, Oak National Academy will be used where this fits in with the topic being covered in school.</p> <p>A set of workbooks will be made available for collection (if not already collected during Lockdown 3)</p>	<p>School office to contact parents to ensure they know the procedures to follow in case of a positive test.</p>

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom, the class teacher will add to the basic general home learning materials (see above) which are scheduled for upload on a Sunday evening. The teacher will decide what materials are most appropriate for the individual child.</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 the school.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and</p>

<p>A set of workbooks (if not already collected) and packs of copies of work from Google Classroom will be made available for collection (or delivered).</p>	<p>arrange for regular phone call from a named member of staff (record on CPOMS).</p> <p>FSM- food parcels/vouchers will need to be provided for children entitled to FSM.</p> <p>If a child is on the SEND register, it is the responsibility of the class teacher and SENDCO to put together a package of appropriate resources for them to access at home. This can be using Oak National Academy SEND resources, HeadStart resources or others. If a child receives specialist intervention in school, then the member of staff responsible for this should put together a resource to use at home to cover what will be missed.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>
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A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom, the class teacher will add to the basic general home learning materials which are scheduled for upload on a Sunday evening. The teacher will decide which materials are most appropriate for the individual children who are isolating</p> <p>For FS, ideas for activities will be uploaded weekly in line with the topic in school.</p>	<p>School office to contact parents know to communicate test results to the school.</p> <p>FSM-food parcels/vouchers will need to be provided for children entitled to FSM.</p>

<p>For Y1-Y6, White Rose maths will be uploaded (teaching videos and worksheets). For English, teachers will be required to upload short videos of themselves teaching what the rest of the class is covering in school. A different video will need to be shared for each plot point. Children should be encouraged to pause the video and complete the tasks set by the teacher (chotting and sentence writing). To make this process easier, teachers should plan their English using a PowerPoint that can easily be converted to remote learning. For non-core lessons, a week long project will be uploaded for each subject area covered in the topic. Alternatively, Oak National Academy will be used where this fits in with the topic being covered in school.</p> <p>The class teacher will be covered by an HLTA each morning from 9am-10am to carry out a Google Meet call with parents of the children isolating. The purpose of his call will be to talk them through the work set. This is an opportunity for parents to ask questions and to clarify expectations.</p> <p>A set of workbooks (if not already collected) and packs of copies of work from Google Classroom will be made available for collection (or delivered). Office staff will use Schoolcoms to ask parents to request these. This communication will be sent out as soon as possible after the period of isolation begins.</p>	<p>If any 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 a named member of staff (record on CPOMS).</p> <p>If a child in the isolating bubble is on the SEND register, it is the responsibility of the class teacher and SENDCO to put together a package of appropriate resources for them to access at home. This can be using Oak National Academy SEND resources, HeadStart resources or others. If a child receives specialist intervention in school, then the member of staff responsible for this should put together a resource to use at home to cover what will be missed.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus or full lockdown	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Google Meet with the children and parents for the following day (after isolation) at 9am-10am. In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading for pleasure session per day.</p>	<p>Parents notified so they know to communicate test results to the school.</p> <p>FSM- food parcels/vouchers will need to be provided for children entitled to FSM.</p>

<p>Using Google Classroom, the class teacher will upload work for the week on a Sunday at 5pm.</p> <p>If the period of isolation/lockdown does not start at the beginning of the week, the teacher will upload the learning as soon as possible. If children are sent home during the school day, the enhanced remote learning offer will be available from the following day.</p> <p>All year groups will provide live streaming on Google Meet every day of the isolation/lockdown from 9am-10am and 1pm-1.30pm. This should be used to talk through the day's learning, engage children in games, respond to need by giving feedback on learning, offer opportunities for asking questions and whatever the needs are of the cohort.</p> <p>Teachers to make themselves available on the live stream at others times according to need. This may include live teaching where appropriate.</p> <p>If children are at home and in school, every effort must be made to give opportunities for them to interact. This can be through events such as 'show and tell', exercise together, quizzes, dressing up etc.</p> <p>In addition, a story should be read live from 3pm-3.15pm daily. This should be recorded and uploaded to Google Classroom.</p> <p>Technology such as Jamboard and whiteboard,fi should be used to allow the Meets to be as interactive as possible with teaching occurring as close to normal classroom practice as possible.</p> <p>The work set on Google Classroom and that covered in school will be the same wherever possible.</p> <p>Use Oxford Owl eBook library across FS and KS1.</p>	<p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for a regular phone call from a named member of staff (record on CPOMS).</p> <p>If a child is on the SEND register, it is the responsibility of the class teacher and SENDCO to put together a package of appropriate resources for them to access at home. This can be using Oak National Academy SEND resources, HeadStart resources or others. If a child receives specialist intervention in school, then the member of staff responsible for this should put together a resource to use at home to cover what will be missed.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue virtually as long as the agencies engage.</p> <p>Phone contact from teachers must be made where a child is not engaging with remote learning. In addition, contact must be made if a child is not seen for two days on the Google Meet.</p>
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EYFS

The work will be set on Google Classroom and parents will upload work and receive feedback on Tapestry.

There is an expectation that phonics sessions will either be delivered live or recorded for each phonics group daily.

KS1 and KS2

The class teacher will share links to appropriate lessons from White Rose Maths or Oak National Academy for maths. For English, teachers will be required to upload short videos of themselves teaching using PowerPoint and sharing their screen. A different video will need to be shared for each plot point. Children should be encouraged to pause the video and complete the tasks set by the teacher (chotting and sentence writing). To make this process easier, teachers should plan their English using a PowerPoint that can easily be converted to remote learning. Reading lessons may also require teacher video to be fully effective. These video lessons will all be uploaded to Google Classroom.

Year 1 will provide daily phonics teaching either live or recorded for each group.

Teachers will then be accessible to children or parents through a live stream from 9am-10am each morning so that any issues or re-teaching can be delivered live. Support staff may also access the live stream sessions so that they can support the teacher in managing the chat.

For non-core lessons, resources will be uploaded to Google Classroom and, where possible, web-links to appropriate support materials will be shared. This will often be through Oak National Academy using lessons that link to the Wooden Hill curriculum. Teachers will schedule an afternoon live stream meeting (1pm-1.30pm) to support those children needing additional input.

<p>Completed work should be photographed and uploaded to Google Classroom or submitted via Google Classroom. Teachers should then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Google Classroom. Those children that need additional support following feedback are to be directed to the live stream meeting with attendance expected. Feedback may be written or recorded using Mote.</p> <p>In the event of teachers becoming ill, support staff will be required to 'take over' the Google Classroom account alongside the other teacher in the year group.</p> <p>A set of workbooks (if not already collected) and packs of copies of work from Google Classroom will be made available for collection (or delivered). Office staff will use Schoolcoms to ask parents to request these. This communication will be sent out as soon as possible after the period of isolation begins.</p>	
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Staff Absence

Absence	Actions
Teacher self-isolation	<p>Ensure laptop taken home daily. Work from home (WFH) 8.30-4.00. Take full responsibility for uploading work for the year group to GC. Take full responsibility for supplementing the work on GC for any children self-isolating in the year group. Phone these children where appropriate. Complete planning usually completed on a weekly basis. Agree with year group colleagues what additional planning to carry out at home (e.g. reading planning for the rest of the term, topic planning for next half term etc.). Carry out subject leader role. PPA will be included in the period of isolation and will not be given the week after returning to work</p>

SSA or SEN 1:1 self-isolation	Provide work for child/children usually worked with to complete in school or take home (or to complete at home if also self-isolating).
GSA/RSA self-isolation	Make contact with Jane as line manager to agree tasks to do whilst WFH.
Office staff self-isolation	Make contact with Helen as office manager to agree work to be completed whilst WFH.
Sickness	Do not WFH whilst highly symptomatic. Contact Jo to discuss return to WFH when feeling better (if this happens before the end of the 10 day isolation period).

Appendix 1- Remote Learning Safeguarding Pupils and Staff

Guidelines for Using Google Meet for live streaming

- Record live streams so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.
- In 'view-only' Google live streams, pupils will be automatically muted and won't be visible, so you don't need to worry about what other adults in their homes might do that gets caught on camera.
- You might still want to ask for pupils to be on mute with webcams off, to cut risks. Otherwise, no pyjamas for pupils either, and ask parents to be mindful of what they say and do in the background.

To record in Google Meet:

1. In the meeting, click 'More' (the 3 dots) > 'Record meeting'
2. Wait for the recording to start
3. When you finish, click 'More' > 'Stop recording'
4. Click 'Stop recording' again to confirm
5. Wait for the recording file to be generated and saved to the Meet Recordings folder. The meeting organiser and the person who started the recording will also get an email with the recording link
6. (You'll need to be using the computer version of Meet to record.)

Guidelines for Phoning Parents/Children

- Do this through parents' phones only
- Call in school hours as much as possible
- Make sure someone else at school is aware, and keep a record of the date and time of each call
- Have a parent there at the child's end, and have the phone on speaker phone
- Block number so parents don't see it. (Give parents a heads-up of what time you'll be calling if you're blocking numbers, so they're more likely to pick up.)

If you are using video calling, take the same steps as above.

Appendix 2- Key findings from parent survey October 2020

Available devices...

Access to no device	7 children
Access to parent phone only	22 children
Access to a shared phone (in addition to parent's phone)	5 children
Access to their own phone only	6 children
Access to a shared laptop or tablet only (in addition in some cases to parent phone or own phone)	103 children
Access to a tablet or laptop of their own	154 children
Access to a tablet and laptop of their own	13 children
	310 responses

Where a device is shared...

2 members of the household sharing	156 children
3 members of the household sharing	55 children
4 members of the household sharing	20 children
4+ members of the household sharing	10 children

Access to the internet on the device used by the child...

Wi-Fi	311 children
4G	52 children
None	2 children

Access to a printer

Yes	192 children
No	126 children

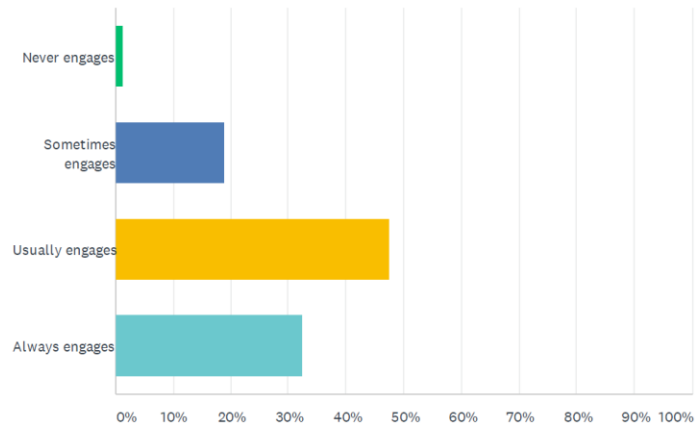
Preference by year group:

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Print	24	29	41	39	28	34	37	41
Paper	24	39	41	31	35	40	26	18
Online	4	32	19	31	37	25	37	41
Textbook			50	32	50	52	44	34
Weekly phone contact	39	34	33	26	33	26	20	26
Weekly Zoom session with class	43	24	37	37	31	43	42	42
Both	17	42	30	37	37	31	37	32
Live lessons	79	93	78	88	84	89	88	94
Recorded lessons	92	98	90	97	91	97	86	92
Video for parents Sun pm	100	90	94	87	83	89	84	64
Daily phonics video	53	29						
Weekly phonics overview	18	46						
Phonics worksheets	30	24						

Appendix 3- key information from survey February 2021

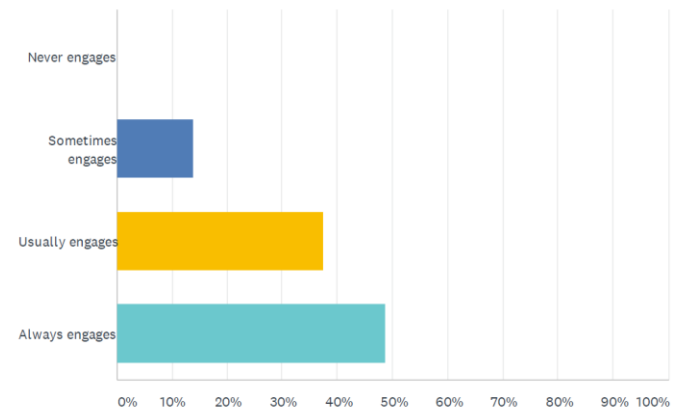
Q2 How would you rate your child's engagement with remote learning in English?

Answered: 80 Skipped: 0



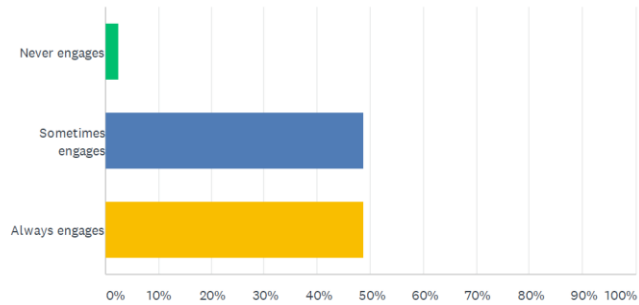
Q3 How would you rate your child's engagement in remote learning in maths?

Answered: 80 Skipped: 0



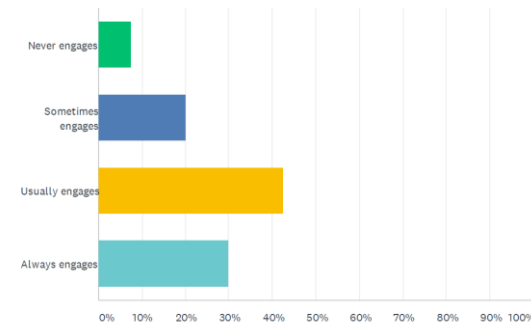
Q4 How would you rate your child's engagement in remote learning in reading?

Answered: 80 Skipped: 0

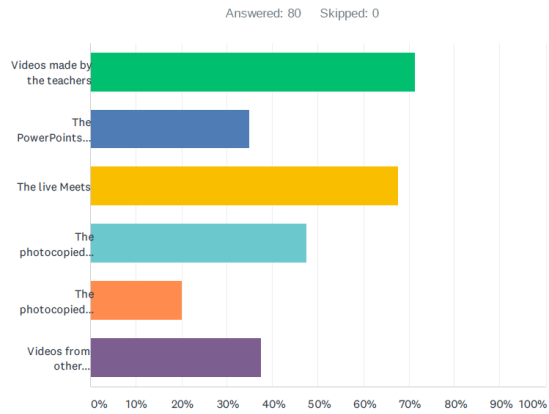


Q5 How would you rate your child's engagement in remote learning in topic?

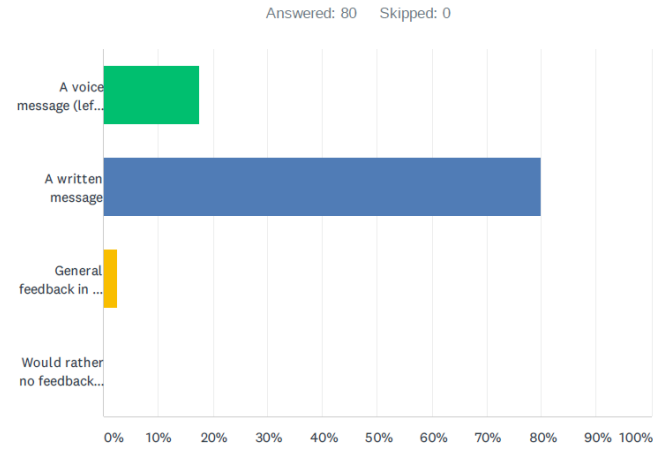
Answered: 80 Skipped: 0



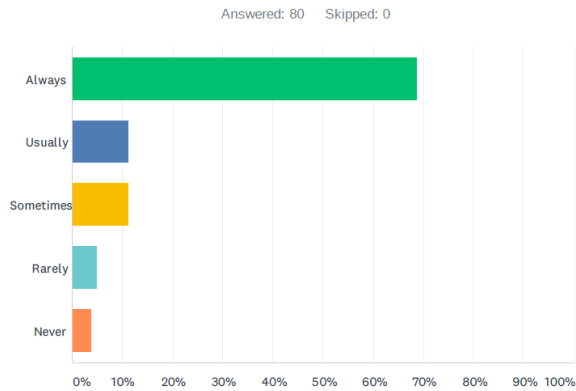
Q6 What format of content does your child engage best with? Please tick all that you use successfully.



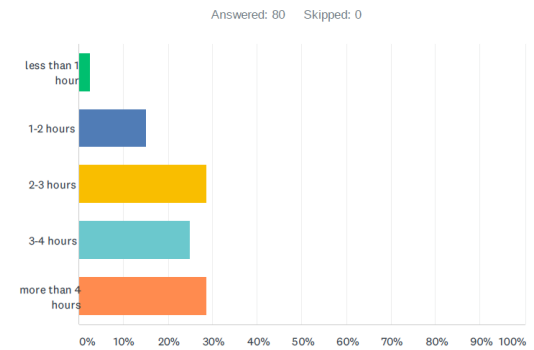
Q10 How do you like to receive feedback from the teacher on a piece of work?



Q11 Parents...how frequently do you read the feedback comments from the class teacher?

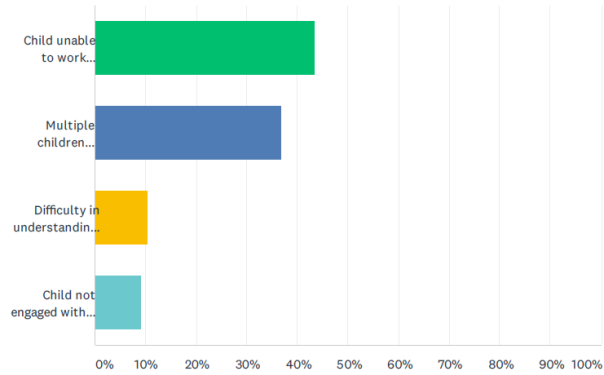


Q13 How long does it take your child to complete a day's remote learning tasks?



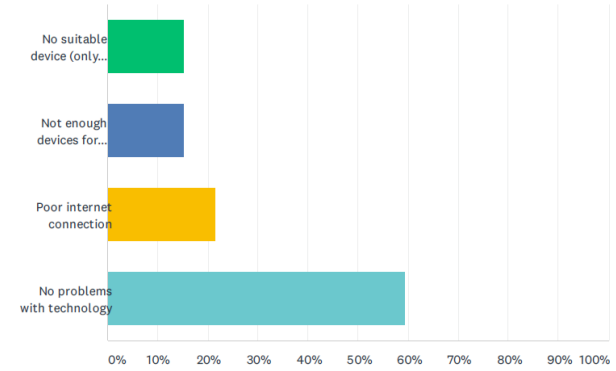
Q15 What is the biggest challenge to your family when interacting with the remote learning?

Answered: 76 Skipped: 4



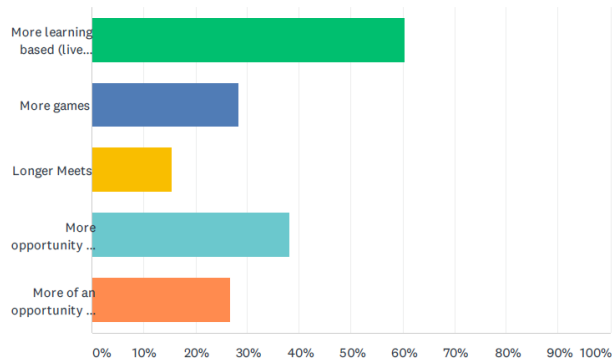
Q16 What are the greatest issues with technology that you have faced? You may tick more than one.

Answered: 79 Skipped: 1



Q19 How would you suggest improving the daily live Meet sessions? Please tick all that apply.

Answered: 71 Skipped: 9



Thank you to all the teachers for making it as easy as possible and for all your hard work!

I think everyone has worked increasingly hard and from teaching online myself it is hard to say because by fixing one problem I have discovered that you create another. I was lucky that I have a personal laptop which Jack has used and I was able to use my work laptop. We are lucky in that both of my children were used to zoom as my brother lives in Scotland. I think the lessons have caused some children great anxiety while others have flourished. I think everyone has been amazing and really thought about how best to engage the children and try and make the experience the same for both groups at school and at home.

You have done an amazing job. This time round was a lot of content available however we struggled to find time teaching while working from home. Worried we missed some lessons and may need to catch up at some point.

No

As a parent the current set up is much better than lockdown 1. The recorded lessons have been a massive help to get child working independently and giving me time to work. I am a bit disappointed with receiving the Collins workbooks and them not being incorporated into the sessions.

So far everything is doing well.

I think that in the current situation things have been handled well. I would have liked to have seen may be a little more praise or encouragement on the work however am aware this is not always possible. My child enjoys seeing her friends on the class meets and has adopted her own working group on the phone when there isn't an opportunity to meet on google classrooms

I think you've done a brilliant job with the home learning this year. The morning meeting has been really good for the boys and starting day. Thank you very much.

Thank you all for how hard your all working. You all deserve a medal for what you do as its sooo hard

Really impressed so far this term. Great variety of work. Engaging for both parent and child

Not at all

The School staff have been amazing and understand that supporting Jacob and working from home has been challenging, however it has given me piece of mind that We are safe.

Just wanted to say thank you to all the teachers and staff and Woodenhill, you have all been amazing!

My child can't yet read the feedback on Tapestry so I read it to him. As our child is too young to learn independently we would really appreciate it if it is made clear which activities are CORE (thus mandatory) and which ones aren't. We will of course try to cover all activities however juggling work and home schooling is quite a challenge and as such we would like to make sure we understand which items are key and which items aren't.

No

Thank you to all the year 6 Teachers for all their hard work and dedication.

Only that we have been super impressed and the teachers are doing an amazing job in such a challenging situation. Well done.

The staff have worked extremely hard to deliver a suitable curriculum that is both challenging and engaging. My child enjoys the lessons and is completing work independently,. My child finishes all the work mid morning, it would be good to have an art based activity for the afternoon. Overall we are extremely happy with the provision. Well done, and Thankyou.

Google meets has been great and well organised. It has helped us plan the work each day.

Thank you for all your support

My child is really struggling with maths. Live lessons may help address this.

No nothing thank you

Thank you for everything

Thank you for all you have done and the help you have given during us parents as well as the children, this has made it easier to cope with this time. We very much appreciate all you do.

I find it a little difficult to contact the teachers through google classroom as my comments seem to get lost. I found it really difficult moving from google classroom to tapestry. I just got used to google classroom and now have to get used to tapestry. I didn't really think Tapestry was any better or worse than google classroom either.

Brilliant job so far. Thank you.

Live lessons would be more beneficial and will keep the children more engaged

It has been good, the lesson recordings are glitchy, but I guess that's the internet? We have found that double sided printing for some subjects has been hard as it requires you to cut bits up - I think the photo copier also packed in at one point as it had a band of black running through all the work! All in all it's been good, still a lot of work when working full time and having to teach- could possibly be some support for parents? Well done tho wooden hill, it's defo better than some schools!

Very good effort from all teachers in making the packs and balancing fun activities with learning, we're very grateful and thankful for all the hard work you've all put in and at such short notice too!

My son has really enjoyed the google meets with his friends and teachers it would be nice if was able to interact with his friends more in some way, the printed worksheets have been great for us and saved us a lot of time, he has enjoyed particularly the clay making which was kindly provided by the school

Tapestry is such a big pro with us as it is so much quicker and easier to upload. We have trouble getting on to the meet as he is too shy. A lesson i think would be better

Rachel is very happy with everything and loves Google meet as she misses everyone so much, especially her teachers. Thank you for everything you are doing.

You have been fantastic and I'm really impressed with what has been offered the yr 2 teachers have been great and are always on hand to help along side the online learning which really helps. It would be nice to better understand the terminology we should be using as parents so it works alongside the school as I get told off for using the wrong descriptions!!

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We are so impressed by the teachers in year 2 and the astounding amount of effort that they put into the lesson videos, google meets and streams. Always so well planned and the support is there if the child requires it. They are really doing their best to keep the children engaged and it is working. That said, nothing can replace children being in the learning environment with their friends.

We appreciate all the effort put in by teachers. My child would benefit from more online interaction with teachers. As both parents are working from home it's hard to do much that is not a work sheet or a video lesson for three days a week. The rest of the week is a mad catch up which doesn't go down well with child

Really appreciate the offering, different formats etc. But it so hard to get him engaged and the time taken encouraging him before even getting to the workload itself is staggering.

I actually really like how home learning is going. The teachers are doing a sterling job. My child will not work independently, which is a struggle, however the teachers have encouraged him to contact them and leave him with a smile when he does. This is difficult for everyone so the games on meets mean he is eager to login.