



Wood End Primary School

Remote Learning Provision



We use Google Classroom to enable all our pupils to access weekly homework and learn from home when in isolation. Every child has a unique login to the Classroom. Google Classroom is a safe and secure solution for children to access learning materials directly from their class teachers/year groups; a location in which they can collaborate with peers by sharing useful websites and tips to completing tasks; a hub to allow learning from the school into homes.

By clicking the Hub Login on the school website you will be taken to a hub page with links to a variety of online tools. Clicking on the Google Classroom icon will take you directly to the Google Classroom page.

Children and staff logins:

- xxxxx@woodendprimaryschool.com

Any parent queries will be to the class teachers via the admin email. Any safeguarding concerns parents will email the respective school using the following emails:

- Wood End Infant School - safeguarding@woodendprimaryschool.com

Please watch the video below if you are struggling to access Google Classroom.

https://www.youtube.com/watch?v=PI0H_SqITDA

Remote Learning Expectations

Wood End Primary School will aim to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all staff, parents/carers and children with regards to remote learning
- Provide appropriate guidelines for data protection

Teachers

Teachers will be available between 9am and 3pm. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal procedures.

Teachers are responsible for:

- Setting work:
 - Creating a weekly timetable of work for their class/year group in liaison with year group partners. This will include subjects from across the curriculum.



Wood End Primary School

Remote Learning Provision



- Year group weekly timetables will be emailed to the Phase Leader and Head of School before the work commences to ensure consistency. These will be uploaded to Google Classroom for parents and children to access.
- Work as a year group team to ensure the above work is planned and ready
- Online safety curriculum to be followed at [thinkuknow website](https://www.thinkuknow.org/).

- Year/Class Classroom Google Classroom:
 - Bubble/class isolation expectations:

<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Short pre-recorded video of one teacher introducing the task. ● Links to websites to support learning ● Youtube videos - songs to support learning ● Story-time videos 	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Short pre-recorded video of one teacher introducing the task. ● Links to websites to support learning ● Phonics reinforcement links or activities ● Letter formation tasks ● Story-time videos 	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Short pre-recorded video of one teacher introducing the task. ● Links to websites to support learning ● Spellings ● Letter formation tasks ● Story-time videos 	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Short pre-recorded video of one teacher introducing the task. ● Links to websites to support learning ● Spellings ● Story-time videos
<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Links to websites to support learning ● Spellings ● Pre-recorded introduction to English, Maths and Science lessons and some other lessons ● Story-time videos 	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Links to websites to support learning ● Spellings ● Pre-recorded introduction to English, Maths and Science lessons and some other lessons ● Story-time videos 	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Links to websites to support learning ● Spellings ● Pre-recorded introduction to English, Maths and Science lessons and some other lessons ● Story-time videos 	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> ● Weekly timetable ● Live touch base Google Meet with class at the start of each week ● Links to websites to support learning ● Spellings ● Pre-recorded introduction to English, Maths and Science lessons and some other lessons ● Story-time videos

- Single case isolation expectations:



Wood End Primary School

Remote Learning Provision



Nursery <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Youtube videos - songs to support learning● Learning pack emailed	Reception <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Phonics reinforcement links or activities● Letter formation tasks● Learning pack emailed	Year 1 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings● Letter formation tasks● Learning pack emailed	Year 2 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings● Learning pack emailed
Year 3 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings	Year 4 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings	Year 5 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings	Year 6 <ul style="list-style-type: none">● Weekly timetable● Links to websites to support learning● Spellings

- Providing feedback on tasks:
 - Pupils to submit work through Google Classroom
 - Teachers will comment on work in the comment feature in Google Classroom
 - Teachers will respond to any questions from children the same day, between (9am and 3pm). Any questions after 3pm will be responded to the following day.
- Keeping in touch with children and parents:
 - Weekly celebration award names to be shared with admin staff to email out to parents.
 - Admin emails will be checked by admin staff between 9am and 3pm and forwarded onto teachers by 4pm to respond the same day or the next.
 - Any challenging issues will be shared with the Head of School as soon as possible via email.
 - Teachers will attempt to make contact with all pupils in their class every 2 weeks via Google Meet or telephone, when in school. Teachers to record all contacts with parents on CPOMS and add relevant action.)Example: Telephoned mum offered support, spoke with the child who is getting on well. No concerns.)
- Attending virtual meetings:
 - Meetings will take place in a communal space within the home.
 - Two staff members will attend each meeting
 - Ensure the Google Meet link is shared well in advance with the relevant parties
 - Clear timings for the meeting (Example: 15min)
 - Ensuring that they are in a suitable location (Example: avoiding areas with background noise and appropriate background, appropriate dress code)



Wood End Primary School

Remote Learning Provision



- Staff will implement the safeguarding policy addendum in respect of online learning

Teaching Assistants

Teaching Assistants will be available between 9am and 3pm. During this time they are expected to check work emails and be available when called upon to attend school. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

Teaching Assistants are responsible for:

- Supporting pupils with learning remotely:
 - When requested by the Executive Headteacher, Head of School or SENCo
- Attending virtual meetings with teachers, parents and children:
 - Meetings will take place in a communal space within the home.
 - Two staff members will attend each meeting
 - Ensure the Google Meet link is shared well in advance with the relevant parties
 - Ensuring that they are in a suitable location (Example: avoiding areas with background noise and appropriate background, appropriate dress code)
 - Staff will implement the safeguarding policy addendum in respect of online learning

Subject Leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject - review work set weekly

Phase Leaders

Alongside any responsibilities, Phase Leaders are responsible for:

- Co-ordinating the remote learning approach across their phase.
- Considering whether aspects of the curriculum needs to change to accommodate remote learning
- Working with teachers teaching remotely to make sure all work set is appropriate and consistent
- Working with other phase leaders to ensure work set is appropriate and consistent and deadlines are met
- Alerting teachers to resources they can use to teach their subject remotely

Designated Safeguarding Lead

The DSL is responsible for:

- Identifying the most vulnerable children in school and ensuring they have access to remote learning
- Liaise with children's social workers where they need access children in need/or carry out statutory assessments
- Monitoring signs of not completing assigned work or logging on to school systems, no contact from children or families and children seeming more withdrawn during class contacts. This will be monitored through feedback from all staff.



Wood End Primary School

Remote Learning Provision



SENCO

The SENCO is responsible for:

- Keeping in touch (at least weekly) with all pupils who have an EHCP
- Keeping in touch (at least fortnightly) with those pupils receiving external therapies (SaLT, OT, Ed Psych etc)
- Communicating effectively with External agencies and providers to ensure that SEN pupils are receiving the most effective support
- Communicating effectively with parents to keep them updated on the progress of pupils
- Supporting the TAs to support the SEN pupils effectively through Google Classroom
- Supporting the teachers to provide the best possible education for their SEN pupils
- Keeping abreast of any relevant training and courses and disseminate where appropriate

Children and Parents

Pupils and parents are responsible for:

- Being contactable during the school day (9am-3pm)
- Working to the deadline set by the teachers
- Seeking help if they need it, from teachers or teaching assistants
- Alerting teachers if they are not able to complete work
- Ensuring they make the school aware if their child is sick and what the symptoms are
- Seeking help from the school if they need it
- Being respectful when sharing their thoughts
- Going through the correct channels when requiring general support or sharing concerns.

Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work - Head of School
- Issues with behaviour - Head of School
- Issues with IT - Leadership Team member
- Issues with their own workload or well being - Leadership Team member
- Concerns with data protection - Data Protection Officer
- Concerns about safeguarding - Designated Safeguarding Lead

In addition to Google Classroom, our children have access to the following learning platforms:



Wood End Primary School Remote Learning Provision



The images are linked to the appropriate website. Each pupil has a unique login to each of the above platforms. Please contact the school via the admin email if you do not have these details.

Google Classroom and TT Rocks Stars are also available as apps on Android and Apple devices.

Useful Links

In addition to the platforms above, the following list has been created with websites to further support learning. All the websites are secure, trustworthy and age-appropriate.

Top Marks - English	KS1 BBC Bitesize English	Brain Pop
Top Marks - Maths	KS1 BBC Bitesize Maths	Khan Academy
Oxford Owl	KS2 BBC Bitesize English	Virtual Tour - London
Hit the Button	KS2 BBC Bitesize Maths	Virtual Tour - The National Gallery
White Rose Maths	KS2 Education Quizzes	Active Kids
Phonics Play	KS2 History Quizzes	Scratch
Oak Academy- all years	KS2 Science Quizzes	Tynker
KS1/KS2 BBC Bitesize	KS2 Times Tables Quizzes	English Hubs Phonics Lessons
J2E	Busy Things	LGFL

KS1 and Early Years Lesson structure and Guidance:

Early Years



Wood End Primary School

Remote Learning Provision



Video content:

Where videos are required for lessons, teachers should aim to...

- Provide some whole class feedback from previously submitted work.
- Introduce today's learning.
- Model the task clearly so that pupils know exactly what to do.
- Sign-post children to any challenge activities that have been included.
- Only one teacher needs to provide for each subject
- TAs can be used in videos e.g storytime.

Subject	Brief explanation- schemes etc.	Video required?
Weekly timetable	Short introductory video from staff each day	Y- welcome pupils and briefly outline the day's learning. Including shortened math's meet – days of week/weather pictogram
Maths	N – Learning and activities linked to Development matters R - Introduce new lesson from White Rose and accompanying tasks.	Y- see video content N – x2 sessions R – x4 sessions
Phonics	N – Letters and sounds videos generated by CT (x1 Nov – Dec OR x4 January onwards) R - Letters and Sounds video pitched at correct phase for individual children.	N – Y R - Use discretion
Reading comprehension	Bug Club – read aloud – click on and answer bug questions (independent task)	Initial video to explain - model



Wood End Primary School

Remote Learning Provision



Handwriting	Letter-Join video and tasks	Letter Join video – screen grab N – x1 pattern for the whole week R – x4 week (individual letters)
Writing	N - Video explaining tasks – encouraged to upload photos for feedback R - Short introductory video with any feedback from previous work. Continue the Talk for Writing series of lessons	Y- see video content guidance
Physical Education	Website links shared – cosmic kids, go noodle, just dance. Other challenge questions shared for children to complete based on ABC skills.	N
Understanding of the World	Weekly activity linked to half termly topic BBC bitesize link or you tube videos.	Y- Short video explaining tasks
Expressive Arts & Design	Weekly activity linked to half termly topic	Use discretion if necessary for examples and WAGOLL
Storytime	Key text from literacy spine (TA & CT)	Y- reading aloud and questions. Same text could be used throughout the week. Google meet links for live story time – once a week



Wood End Primary School

Remote Learning Provision



Video content:

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- Provide some whole class feedback from previously submitted work.
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- Model the task clearly so that pupils know exactly what to do.
- Sign-post children to any challenge activities that have been included.
- Only one teacher needs to provide for each subject
- TAs can be used in videos e.g storytime.

Subject	Brief explanation- schemes etc.	Video required?
Daily timetable	Short introductory video from staff	Y- welcome pupils and briefly outline the day's learning.
Maths	Introduce new lesson from White Rose and accompanying tasks.	Y- see video content
Phonics	Letters and Sounds video pitched at correct phase for individual children.	Use discretion
Reading comprehension	Twinkl 60 second reads	Y- modelling reading aloud and how to answer questions- reading skills and strategies modelled.
Handwriting	Letter-Join video and tasks	Letter Join video
Writing	Short introductory video with any feedback from previous work. Continue the Talk for Writing series of lessons	Y- see video content guidance
Science, history & geography	Planbee scheme. Use quizzes to support retrieval of previous concepts.	Y- Short video narrating Planbee slides & quizzes and tasks.



Wood End Primary School

Remote Learning Provision



RE/PSHE	Continue with Ealing schemes of work- short videos introducing the day's lesson.	Use discretion
PE	Real PE	Real PE videos from DH
Music	Charanga	Lesson screen grabbed.
Art/DT	Dependent on time that a bubble closes. Deemed best to be saved until back in school when the subjects can be taught properly and blocked.	Use discretion
Storytime	Key text from literacy spine	Y- reading aloud and questions. Same text could be used throughout the week.

KS2

Video content:

Where videos are required for lessons, teachers should aim to...

- Provide some whole class feedback from previously submitted work.
- Introduce today's learning.
- Model the task clearly so that pupils know exactly what to do.
- Sign-post children to any challenge activities that have been included.
- Only one teacher needs to provide for each subject
- TAs can be used in videos e.g storytime.

Subject	Brief explanation- schemes etc.	Video required?
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Wood End Primary School

Remote Learning Provision



Weekly timetable	Use agreed pro-forma - keep it streamlined and clear, daily tasks and relevant content only	Live at the beginning of each week
Maths	Introduce new lessons from Power maths and accompanying tasks.	Y- see video content
Reading	Comprehension tasks and creative work based on the class reader Reading for pleasure	Y- see video content
Writing	Short introductory video with any feedback from previous work.	Y- see video content guidance
Science	Planbee scheme	Y- Short video narrating Planbee slides
History/Geography/ Art/DT	Spring term Learning Journey content	If possible - use discretion
RE/PSHE	Continue with Ealing schemes of work- short videos introducing the day's lesson.	Use discretion
PE	Encourage daily exercise - signpost to Joe Wicks	Joe Wicks
Music	Charanga	Lesson screen grabbed.
French	Rising Stars scheme of work	Use discretion
Computing	Use school long-term plan-J2E based lesson	Y- if needed
Storytime	Core text	Y- reading aloud and questions.



Wood End Primary School

Remote Learning Provision



		Google meet links for live story time – once a week
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