

Westerton Primary Academy - Remote Learning Guide for parents



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To ensure that learning is continued, irrespective of lockdown and self-isolation, Westerton Primary Academy has developed the following guide for parents. This guide outlines our remote learning expectations. We also acknowledge that families may have limited home learning resources and will provide these where necessary.

This guide refers to 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 following information reflects the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

In all the circumstances above, the work set will be in line with the current curriculum and will reflect the work completed in classrooms. These may be supplemented by a range of resources e.g. Oak Academy and White Rose Maths.

Work will be set and children will remain in contact with their Class teacher through Tapestry (Nursery to Y1) and Seesaw (Y2 to Y6)

A number of other online resources have been selected to provide children with fluency practice e.g. number basics, times tables and eBooks.

For Years 1 to 6, White Rose Maths resources will be used for maths as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Where whole class groups are unable to access learning, teachers will provide instructional videos alongside lesson materials to replicate the lessons children would have received in school.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is extremely important. It is compulsory that Westerton Primary Academy 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.

Logins

In preparation for home-learning, parents and children will receive logins and passwords for the following platforms:

Logins already distributed:

- Tapestry (Nursery – Y1) and Seesaw (Y2 – Y6)

Logins attached to this letter:

- Reading: BugClub (Reception & Y1 – school code “wejm”) and myOn (Y2 to Y6)
- Maths: TTRS and Numbots (Y1 to Y6). Some year-groups may have distributed Prodigy logins separately.
- General: Frogplay (Y1 to Y6 - school code “WPSWF3”) & PurpleMash (Y1 to Y6)

Stationery packs

If a child is collected from school i.e. the child presenting symptoms is sent home or is self-isolating as someone in the household is awaiting test results, the office will ask if a stationery pack will be required. If the child is already at home, this can be collected from the school office by a friend / family member. This will prevent any barriers to children continuing their learning.

Remote Learning

As staff may be expected to teach in school as well as provide home learning materials, **they will require 48 hours in which to prepare**, after which lessons will be uploaded to Tapestry / Seesaw. During this time, children should access the range of home-learning resources listed above.

Pupil needs to isolate because someone in their household is symptomatic or tests positive**Ongoing Support**

Staff will require 48 hours in which to prepare materials.

Using Seesaw / Tapestry, the class teacher will upload work the day before to allow parents to see the learning materials prior to supporting their child. This will normally be in the form of a PDF. There will be a minimum of one English, maths and foundation subject e.g. art, history, RE per day.

Children / families should respond to tasks by submitting photos of work, videos or annotated templates using the tools within Tapestry / Seesaw.

Due to in-school commitments, children may be required to self-mark. This could be answers to questions posted later in the day or at the end of learning tasks. Where available, support staff in school will monitor responses and provide feedback and encouragement.

A group of children are self-isolating because of a case of coronavirus in their class bubble**Ongoing Support**

Staff will require 48 hours in which to prepare materials.

Using Seesaw / Tapestry, the class teacher will upload work the day before to allow parents to see the learning materials prior to supporting their child. This will normally be in the form of a PDF. There will be a minimum of one English, maths and foundation subject e.g. art, history, RE per day.

Children / families should respond to tasks by submitting photos, videos or annotated templates using the tools within Tapestry / Seesaw.

Due to in-school commitments, children may be required to self-mark e.g. answers to maths questions posted later in the day or at the end of learning tasks. Where available, support staff in school will monitor responses and provide feedback and encouragement.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus**Ongoing Support**

Staff will require 48 hours in which to prepare materials.

Using Seesaw / Tapestry, the class teacher will upload work the day before to allow parents to see the learning materials prior to supporting their child. Maths and English will be delivered in a range of ways e.g. lessons with a teacher presenting the lesson materials as a video, links to interactive content using White Rose Maths, full lesson PowerPoints. Key questions will be asked as part of the lesson and, in the case of interactive lessons, children may need to pause and resume content at different points in the lesson sequence. As well as the above, there will be one PDF lesson in a foundation subject e.g. art, history, RE per day.

Children / families should respond to tasks by submitting photos, videos or annotated templates using the tools within Tapestry / Seesaw. Teachers will review the work completed and ensure that the following day's lesson addresses misconceptions through whole-class feedback input in the following lesson.

Where available, support staff in school will monitor responses and provide feedback and encouragement.