REMOTE LEARNING STATEMENT

Wheatfields
Junior School

Updated March 2021

Wheatfields Junior School
Remote Learning Statement

Introduction

During a period of closure where there is a local lockdown requiring pupils to remain at home, or where a class, bubble or small number of pupils need to self-isolate, staff at Wheatfields Junior School will continue to provide education and support to children and offer immediate remote education using remote learning. This guidance sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while supporting the differing needs of families. This guidance supplements the school's Online Safety Policy and Acceptable Use Agreements which continue to apply during this time.

All home learning will be conducted using Microsoft 365 and Purple Mash. This will allow staff to keep in daily contact in a professional and secure way with their class. Teachers will be able to schedule learning in a manner that does not overwhelm children or their families. Teaching and learning can be tailored, changed and updated as time progresses, allowing for some replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Current government guidance states:

In developing their remote education, we expect schools to:
• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
• overcome barriers to digital access for pupils by:
    • distributing school-owned laptops accompanied by a user agreement or contract
    • providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
• It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
• have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
• publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

When teaching pupils remotely, we expect schools to:
• set meaningful and ambitious work each day in an appropriate range of subjects
• provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
•Key Stage 2: 4 hours a day
Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school led video content.
• consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
• providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
• providing opportunities for interactivity, including questioning, eliciting and reflective discussion

• providing scaffolded practice and opportunities to apply new knowledge
• enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
• using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
• avoiding an over-reliance on long-term projects or internet research activities
We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.
(Restricting attendance during the national lockdown: schools, Updated 14th January 2021)

Flexibility of Learning

The wellbeing of our children, families and staff are at the forefront of our remote learning. We understand that everyone's circumstances at home will be different during full school closure or bubble or individuals isolating. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices (this includes access to printers). There will be varying levels of support with some parents who will have plenty of time to help their children learn, while others will be working from home and may have much less time. Some children will be able to work more independently than others or need greater challenge. We also place importance on the wellbeing of our staff team. During full school closure teachers may also be managing their own home situations and balancing their teaching commitments with supporting the learning of their own children who are not able to attend school or childcare. Therefore, we are providing a flexible approach to remote learning.

Our core offer will be:

	What to expect
If a child is sent home to isolate during the school day	In the first instance work will be sent home with the child that is current / activities on Purple Mash that is linked to current learning. From day 2 work will be uploaded on MS Teams Classroom each day will be: • 1 x Maths • 1 x English • Reading • Spelling and Mental Maths practice • 1 x foundation subject • 1 x active session • A phone call / Teams call on or around days 2, 6 and 10
If a class/ year group bubble closes to isolate	• Suggested weekly timetable and daily activities list • 1 x Maths • 1 x English • Reading • Spelling and Mental Maths practice • 1 x foundation subject • 1 x active session • At least 2 x live interactions with class teacher daily • 1 x Screencasts for Maths / English / Foundation subject
In the event of whole school closure	• Suggested weekly timetable and daily activities list • 1 x Maths • 1 x English • Reading • Spelling and Mental Maths practice • 1 x foundation subject • 1 x active session • At least 2 x live interactions with class teacher daily • 1 x Screencasts for Maths / English / Foundation subject

Safeguarding

We are committed to safeguarding and promoting the welfare of our children and expect all staff and families to share this commitment. This Remote Learning Statement outlines throughout how we will work safely with the children while providing remote learning, how we will support both staff and pupils to stay safe and how parents/carers can support their children to remain safe. Please refer to the school website for the following related policies:

- Keeping Children Safe in Education part one
- Child protection policy
- Online Safety Including Acceptable Use
- Behaviour Policy
- Data Protection Policy

Children are expected to follow the rules set out in the Teams Etiquette and Remote Learning Ground Rules (appendix 1) to ensure safe use of our learning platforms.

Staff who have concerns about a child for example from something they have seen or heard on a live interaction, or if they haven't seen a child on their live calls daily, or a child makes a disclosure, the safeguarding procedures will be followed as outlined in our Child Protection Policy and they will contact the Designated Safeguarding Lead (DSL) Mrs Janice Tearle or the Deputy DSLs Mrs Laura Jablowski or Mrs Claire Smith. We encourage parents to raise any concerns of a safeguarding nature with a DSL immediately.

Access and Content

Keeping regular learning going during the period that schools are closed is essential to reduce the impact on children's education. Staff will set 4 hours worth of meaningful and ambitious work each day in a number of different subjects including daily contact with teachers.

We fully recognise the value of children having time to follow interests and develop skills such as cooking, gardening, tying laces, telling the time, playing games as a family or taking exercise together.

What is expected from immediate remote education in the first day or two of pupils being sent home?

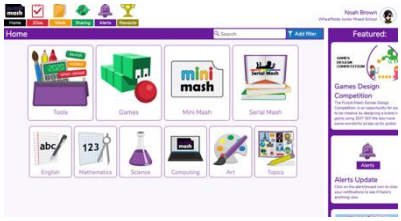
A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Immediate remote education may include sending children home with set work to complete independently in the first instance or activities that can be accessed on Purple Mash that will link to their curriculum work.

How will work be accessed and what is the expected content?

A variety of daily online and offline learning activities across the curriculum will be offered so that pupils can work their way through tasks as much as is practicable. The content of the home learning will be based on current learning and new content in line with the school curriculum wherever possible and appropriate, though we may need to make some adaptations in some subjects to suit remote learning, e.g. in science where specialist equipment might be needed or in PE where content might be adapted from team games.

All children have access to Microsoft 365 which enables them to access their own email account as well as Microsoft Teams and other resources that will benefit remote learning. A Guide to using Microsoft 365 can be found in Appendix 2 of this document. Work will be uploaded to the Microsoft Teams Classrooms on a daily basis. The work will be available the previous evening to support families to plan and prepare.

Teachers will also use Purple Mash, a secure online platform which has different apps and tools that support the curriculum, to set some tasks and activities. All children have their own log-in and work area and it can be accessed anywhere and on any device. In addition, parents can log into the Parent Portal to keep updated on what their child is doing on Purple Mash and the feedback being received.



Some tasks will be in the form of worksheets and some worksheets will contain instructions on work to complete, or where to access materials. There is no requirement to print out worksheets and recording on paper will be sufficient. Wherever possible teachers will upload editable documents for children to work on and return. For example, sometimes a task might ask the child to carry out an experiment; growing seeds, organise tins and packets according to weight, or drawing or making a model. These could be photographed and uploaded onto Purple Mash for the teachers to see. Tasks specifically targeting wellbeing will also be set in addition to a wellbeing focus guiding other curriculum activities, for example use of the outdoors and practical hands on tasks or tasks that allow for children to explore their feelings.

Teachers will be able to monitor children's engagement in activities and their understanding. Learners will be provided with a suggested timetable for the week for those who benefit from the routine and structure and a daily activities list to outline each day.

How will remote education be supported if there is no digital or online access at home?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- A device with relevant user agreements can be issued
- A data sim card that that enables an internet connection via a phone can be provided
- Arrangements to provide printed materials needed can be made if there is not internet access though applications to the DfE can be made to access wireless routers if needed

A parent survey last completed in December 2020 has collected information to provide immediate support, however parents should make class teachers aware immediately if support is needed.

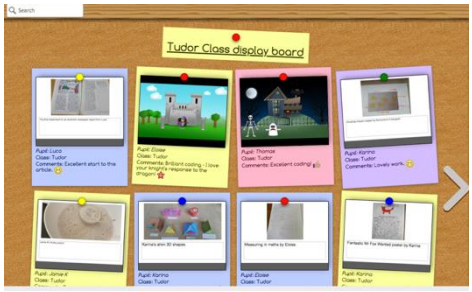
Interaction and Communication

Children will be encouraged to share their work and to submit specific pieces of work to their teachers for feedback. Teachers will give children personalised feedback on their work in comment boxes on Purple Mash or via Microsoft Teams classrooms.

To check on children's wellbeing Group Microsoft Teams calls will be made each day in the mornings to outline tasks and talk through some of the learning with the children and some in the afternoon as a general catch up or for a class story or other live interaction.

Where individuals are isolating at home the class teacher will maintain daily contact via Purple Mash and Microsoft 365 to gauge how well the child is progressing through their tasks, ask questions, make assessments and adapt the work as needed. A brief phone call will also be made on or around day 2, 6, and 10 of isolation. This will be to check on the child's progress, answer any questions about the learning and monitor the wellbeing of the child.

Where there are difficulties in engaging the children in their home learning, we strongly encourage sharing what the children have been doing even if it is not specific to home learning tasks. This can motivate and engage children who may be reluctant.



Parents can email teachers directly and children can keep in touch via the use of Microsoft or Purple Mash. Purple Mash also allows for children to keep in touch with their teachers and their classes via an email app. Children can communicate with each other via Purple Mash. All communication has to be approved by teachers on this platform so if the children want to add to a blog or email their friends it will be seen and approved by a teacher. Further interaction will be promoted via blogs on Purple Mash sharing work on Purple Mash display boards.

During full closure of school or bubbles, opportunities for pupils and families to compete, interact and collaborate will also be provided for example through whole school and year group quizzes, Times Tables Rockstar Battles etc and assemblies will be posted weekly to encourage discussion and reflection.

We will 'broadcast' screen cast videos to go with some tasks for pupils to watch at a time and pace that suits them. This will allow for clear explanations to be provided through tasks as well as familiarity and a sense of connecting for the children. There are clear guidelines set for teachers to follow when recording screencasts (appendix 3). Oak National Academy videos and other online educational resources are also available to use.

Any further communication between staff and children and their families will be through the authorised school systems and not through personal email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements. Any 'live' video communication with pupils will be arranged in consultation with parents and SLT.

Teaching Staff will:

- Share teaching and activities with their class through Microsoft Teams classrooms and Purple Mash, ensuring all children have access to their log in details
- Continue teaching in line with current, extensive planning that is already in place throughout the school
- Plan for and set tasks to develop and support wellbeing for children and families
- Set daily English and Maths tasks including spellings and mental maths
- Set foundation subject activities across the week in line with current curriculum.
- Set tasks in smaller steps to allow for the fact that learning remotely will be different and potentially more difficult
- Provide developmental and supportive feedback on the work submitted regularly across the week
- Be mindful of how tasks are presented to support families with no access to printers and ink
- Share and discuss the Teams Etiquette and Ground Rules document (appendix 1) with the children
- Keep in contact with children through Purple Mash and Microsoft Teams classrooms

- Ensure interaction across the class through setting up and adding to blogs and display boards on Purple Mash to motivate and encourage children when school or bubble is closed
- In the event of partial school closure staff will respond to messages and give feedback between normal teaching hours 9.00am -4.00pm. Where individuals are isolating the teacher will endeavour to respond between 3.30 and 4.30 as they will otherwise be in class.
- Allow flexibility in the completion of activities, understanding that the circumstances will affect families in a number of ways
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. policy development, curriculum planning during whole school closure
- Inform SLT of any children they have not 'seen' online and are cause for concern following usual safeguarding procedure.
- If there were concerns about lack of engagement teachers will contact parents directly to discuss.

Children will:

- Be encouraged to remember that their wellbeing is important and about the need to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- Complete as much as they can of what has been shared through Microsoft Teams classrooms and on Purple Mash, returning work to their teacher as requested, and respond to feedback to the best of their ability
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly between 8.30am and 5.30pm
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or be creative
- Ensure if asked cameras are turned off and microphones are muted when on Teams calls
- Behave politely during online calls and in any written communication just as they are expected to do so in school.
- Follow the rules in the Teams Etiquette and Ground Rules document (appendix 1)

Parents will be asked to:

- Support their child's learning to the best of their ability and circumstance
- Encourage their child to access and engage with home learning for their year group and use Purple Mash and Microsoft Teams classrooms to connect with teachers and their class.
- Contact school directly with any matters of concern relating to their child or work set
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the school platforms
- Continue to contact their class teacher as normal through the class emails if they require support of any kind
- Check their child's completed work each day and encourage their efforts and progress that is being made
- During any class calls in Microsoft Teams, ensure children are following ground rules set and be in proximity, not necessarily sitting next to your child, should support be needed
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

Children with Additional Needs:

- Children with Special Educational Needs may have additional learning or specific learning adapted to meet their needs for example, additional Purple Mash activities set by the SpLD teacher or curriculum adapted work by the class teacher.
- Parent/carers should also refer to their child's PCP- Pupil Centred Plan targets and priorities to support regular practise of skills for example, a typing programme or learning a group of spellings.
- Reading, Spelling, Times Tables and handwriting are recommended as part of daily/ frequent practice depending on a child's special educational needs.
- Parents/carers of children with an Education, Health, Care Plan (EHCP)should also refer to their plan to support working towards their yearly outcomes
- The schools Inclusion Leader will support teachers in adapting remote provision to meet individual needs and can be contacted to provide support and guidance to parents and carers : Mrs Jablowski (Assistant Head/Inclusion Leader) ljablowski@wheatfieldsjm.herts.sch.uk
- Our Wellbeing Mentor is also available to support children and families : Mrs Smith (Wellbeing Mentor) clsmith@wheatfieldsjm.herts.schj.uk

Appendix 1

Microsoft Teams Etiquette and Remote Learning Ground Rules

- Wait until your teacher has started any meeting using Teams before joining. If you do accidentally join early, keep your camera and microphone off until they arrive.

- Once the interaction has started, keep your microphone on mute, unless directed otherwise by the teacher.

- The meeting chat function should only be used if directed to it by the teacher, and then anything posted must only be focussed on the meeting topic.

- Never use GIFs in the chat.

- Behave politely during online calls and in any written communication just as you are expected to do so in school.

- Make sure you are dressed appropriately (not in pyjamas!).

- Make sure that the space you are using for the live interaction is suitable for your meeting (not in your bedroom!), and that the camera remains directed on you.

- Eating snacks during calls is not permitted (just like in the classroom).

- When the teacher signals the end of the meeting, you should leave promptly.

- Tell an adult at home or at school immediately if you come across anything you think is inappropriate or makes you uncomfortable or worries you in any way.

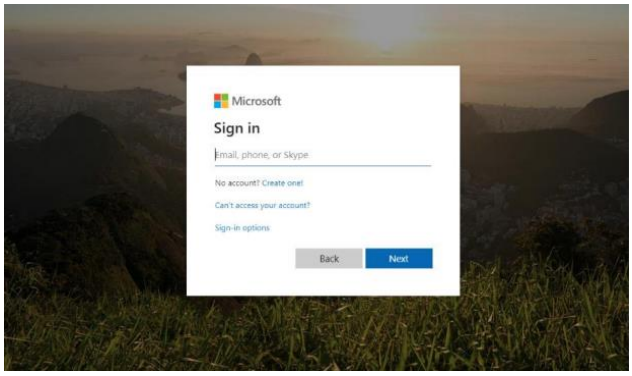
- To communicate with your friends only use 2Email on Purple Mash.

Appendix 2

Microsoft Office 365 – Pupil User Guide

The following guide is designed to get you started. Please email your class teacher if you have any issues logging in. This link will also support you to access Outlook and Teams: https://www.youtube.com/watch?v=trcCnVzompg&feature=youtu.be

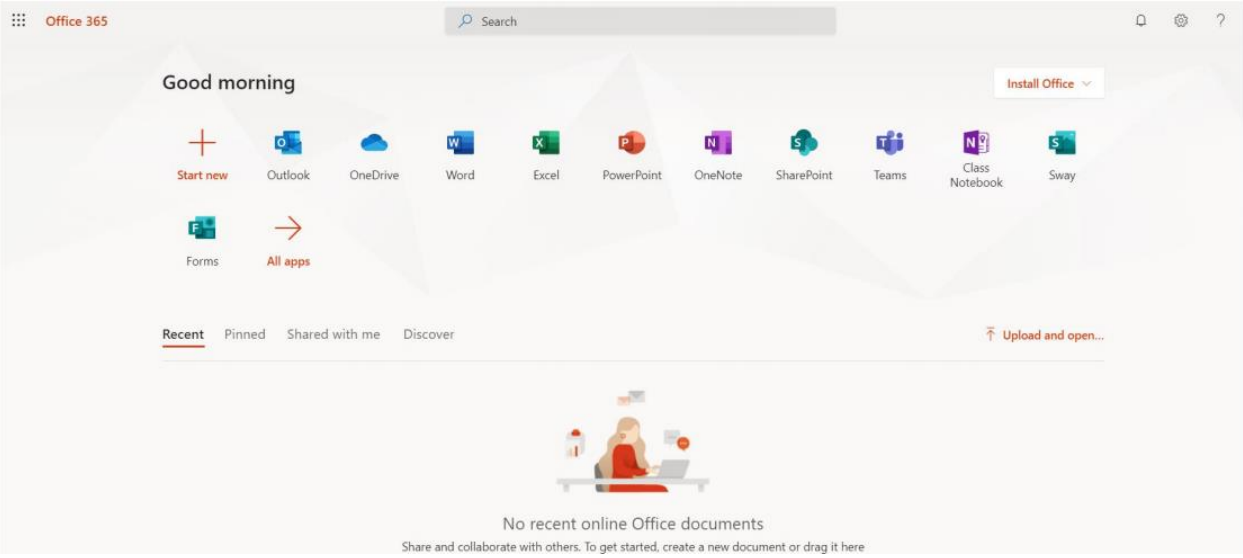
Logging In



All children at school will have been given their own personal login details in the following format (for most pupils): firstnameinitial+surname@ wheatfieldsjm.herts.sch.uk. In order to login, you will need to go to https://login.microsoftonline.com/ where you will see the page displayed to the left. Here you can enter your username (your email address) and your password (provided by us). Alternatively, you can download the Office 365 and Teams apps on mobile devices and login.

Office 365 Dashboard

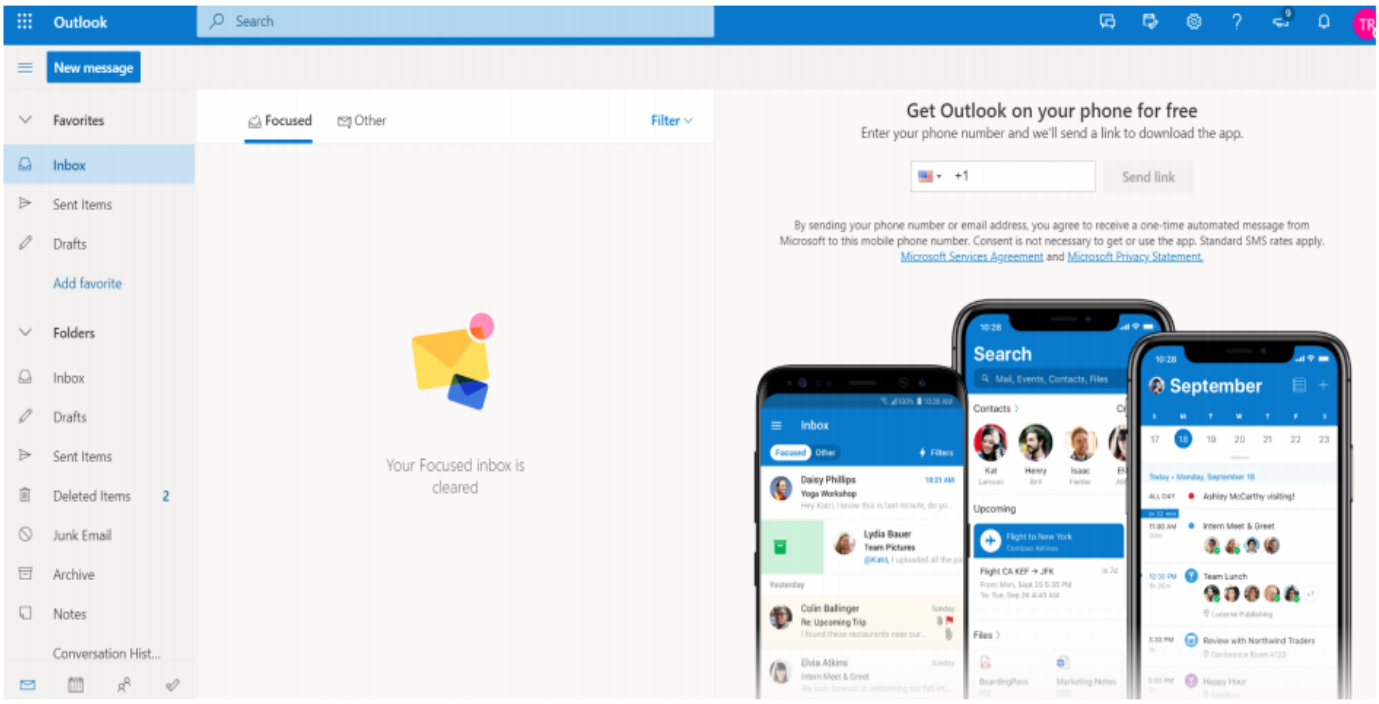
When you first login to your account on a computer, this is what you will see.



From here, you can access the entirety of the Office 365 suite. This can be broken down into three key areas: Office, Outlook and Teams. Under these headings, the guide will explain what each tool is for and how to use it.

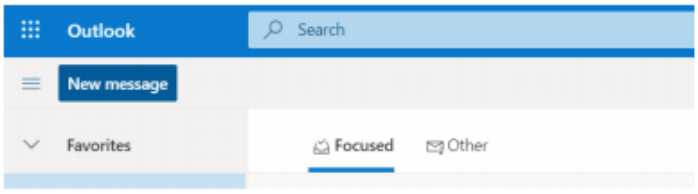
Outlook

This is your school email address. From here you can send emails to your class teacher. Our email system is monitored, filtered and run through our IT Support team, who ensure both the safety of the children while using the accounts. Staff also have access to pupil's emails.

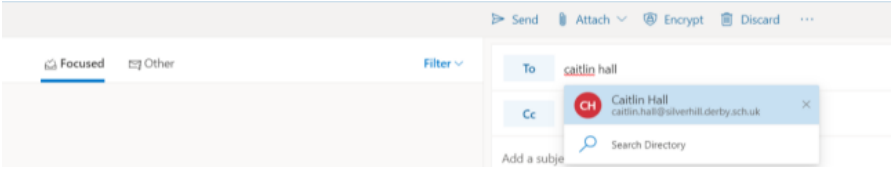


This is your email home page.

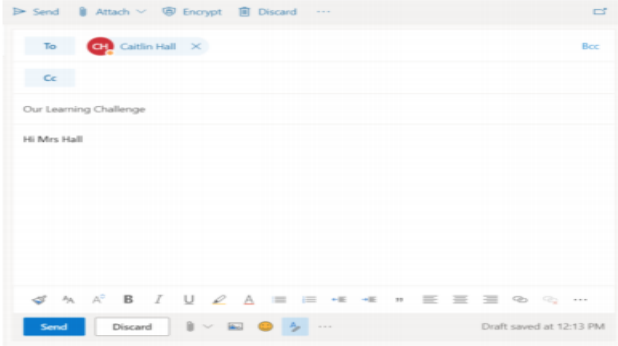
To start a new message click the 'New Message' button



Type the name of the person you want to send the email too and click it from the list.



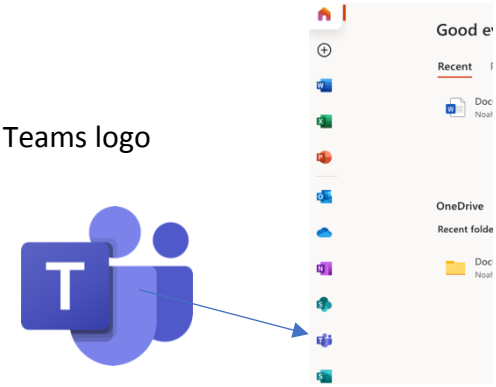
Type your message, remembering to add in a subject (title) to explain what you are emailing about. When you have finished, click the 'Send' button. Emails should be for longer messages – not just short chit chat. If



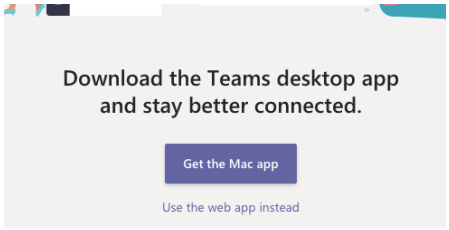
you click the little paper clip (Attach) button, you can add documents to send to your teacher or the person you are emailing. If it is work you have saved on your one drive, you will need to choose the 'Browse Cloud Locations' option. If it is saved on your computer or tablet you will need to choose 'Browse This Computer'

Microsoft Teams

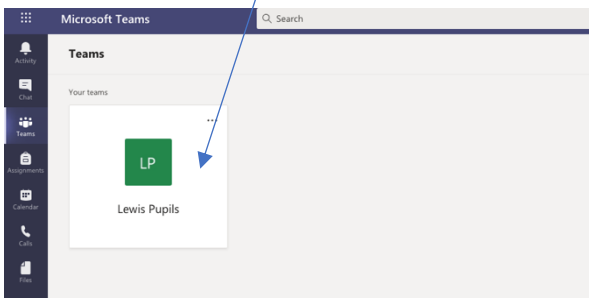
This is where you will find work uploaded.
Log into your Microsoft account. Click on the Teams logo on the apps bar on the left.

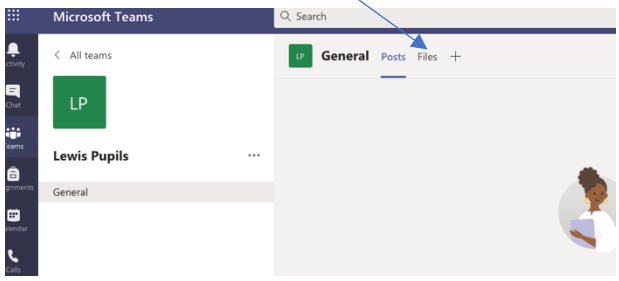


You can either download the app or use the web browser. Downloading the app provides more features but is not essential and the web browser is adequate.

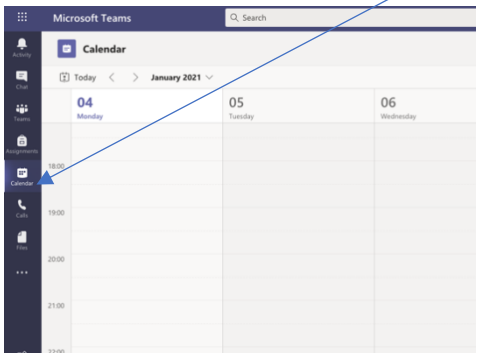


If you click on your class group you will now be able to access all files that are uploaded by clicking on files. Here you will find folders and files containing work.





There are various ways to access the daily Teams calls. You can click on the calendar and this will show the call you have arranged to join. Follow the instructions to join the call.



Appendix 3
Guidelines for Screen Casting at Wheatfields

A screencast is a digital video recording of your computer screen and can include audio narration or a video narration.

Screencasting is useful to provide a demonstration and model how to do something, explain a concept more accurately and easily through visual and audio and instruct clearly accessing a task. Not all children will be able to access a screencast so they should be used to enhance explanations and modelling already provided.

Screencasts can add to personalising home learning for the pupils targeting exactly what they need. There is control over the final presented form of the content, and you can take your time to get things how you want them. Pupils can watch or listen to this content in their own time, and at their own pace - it's easy to wind back or fast forward if needed.

Through your 365 Microsoft Outlook account you have an app that can be used as a whiteboard which can be useful if you are confident in 'writing' freehand.

There are some important considerations when creating a screencast that so that it is done safely and appropriately.

- Try to avoid screen casting your entire computer. You are able to use screen casting in an application (e.g. ppt).
- If you do share your entire screen your desktop, files and folders, internet tabs will be visible. **Make sure there is no confidential or personal information or other inappropriate content visible**.
- Turn off any notifications on your computer so they don't pop up when recording.
- Do not carry out browser searches when recording your browser -suggestions, history and auto complete may be on
- Make sure your language is professional and appropriate as it would be in the classroom. Plan your 'script'- it definitely helps
- If using video, make sure the background is neutral, non-distracting and with no personal effects on show
- Dress professionally and appropriately
- Only you should appear in a video
- Keep it short and concise – Screencastify allows 5 minute videos free
- Take care with copyright of the materials you include in your presentation- One good source is Flickr. Do an advanced search in Flickr, searching for images that have been labelled as free-for-use under the Creative Commons License.
- Once you have completed a screencast always check it with your team, copying in SLT before it goes live.