



The Willow Primary School Remote Learning Information for Parents



January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at 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.

What should my child expect from immediate remote education on the first day or two of pupils being sent home?

On the first full day at home ALL children staying at home will receive a full timetable of daily lessons and activities through Google Classroom (years 1-6) or Tapestry (Reception). There will be a mixture of pre-recorded lessons, links to white rose maths, oak academy etc for all children. All children will be expected to complete the learning set for them at home and teachers will be following up where children are not.

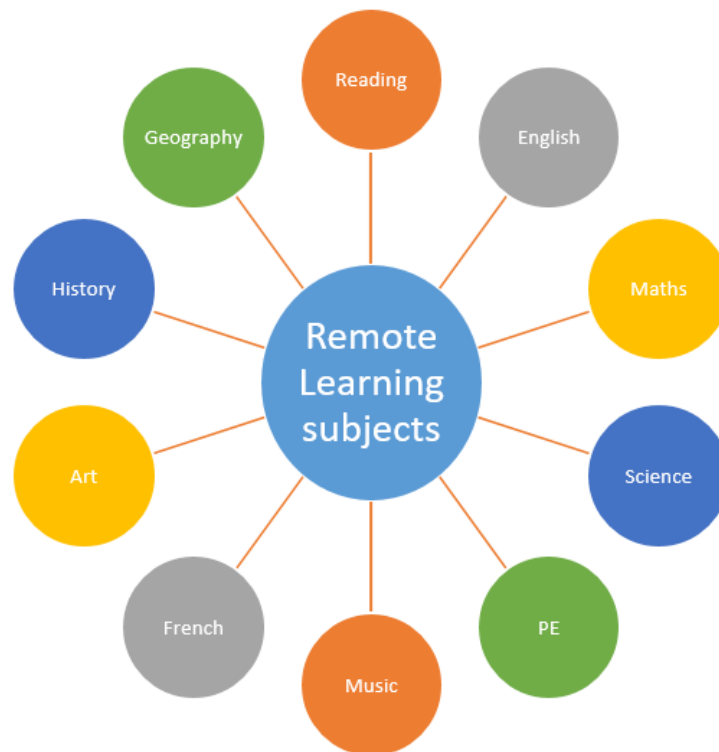
Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

All home learning will be on the google classroom platform (years 1-6) or Tapestry and Zoom live sessions (Reception) and we do expect all children to engage with it every day. Each morning they should log in and go through the lessons and attend the live lessons that have been scheduled for them. Children will be given a full daily timetable that more or less follows what they would have been doing if there were in school. In the morning there will be daily reading, writing and maths (with an exercise video to get your child energised) and the afternoon will consist of a combination of various subjects: science, history, geography, RE, PHSE, Music, Art and French. As far as possible the curriculum content will be the same as would have been if children were in school.

Remote teaching and study time each day?

Daily timetable

Every day there will be an average of 6 lessons (4 for Reception) :



Lessons could be links to sites that provide home learning - such as oak academy, white rose maths or BBC bitesize. There will be 1-2 videos the teachers have recorded of themselves introducing a lesson each day, or links to documents, powerpoints, other websites and so on.

The stream

The stream is where messages can be posted - it's a bit like a news feed. Currently the stream is open to comments so parents and children can post messages in response to teachers posts. This is a learning platform and teachers are able to mute, or remove the comments section altogether, if inappropriate comments are made. Please be aware it is not possible to comment privately so all comments can be seen by everyone. You/your child need to check the stream for any new messages from the school or teachers.

Classwork

This is the section where assignments will be posted and where children should to find all their daily lessons. For Reception children, activities will be scheduled to be posted at midnight so they appear at the top of your stream for the following day.

Live lessons

We are aiming for each class to have 2 live lessons daily. A morning lesson which will focus on the teaching of phonics and/or reading, and an afternoon lesson which may vary in subject from day to day. It is really important to have your children join these lessons - it is an opportunity for them to interact with their teacher and other children, and a chance for teachers to see their children too. Live lessons will be scheduled for specific times for each year group so no two year groups will be live at the same time. There will be no live session on Friday afternoons. See example for Spring 2021 below:

The planned schedule for live teaching :

Year group	Morning session	Afternoon session
Year 4	8.45-9.15	2.40-3.00
Year 2	9.15-9.45	1.00-1.20
Year 6	9.45-10.15	1.20-1.40
Year 5	10.15-10.45	1.40-2.00
Year 1	10.45-11.15	2.00-2.20
Year 3	11.15-11.45	2.20-2.40

Children must join ready for the lesson at the start time. If there are any changes to times, cancellations or further instructions the teachers will post this in the stream on google classroom. Parents will be expected to sign an agreement about live online sessions before their child joins.

Children are expected to hand in their work via google classrooms daily.

For Reception children each class will have a 15 minute morning session which will set up the children for the days learning ahead. These will be scheduled for 9am each morning. There will be an additional live session in the week which will be longer and focus on the PSE aspects of the curriculum.

When problems arise

If children/parents/carers have any issues with access, logging in to google classroom, Tapestry or are not sure how to do something there are several options:

1. **Unable to get onto google classroom?** Please email homelearning@thewillow.haringey.sch.uk and someone will be in touch to help sort out the problem
2. **Want to know how to do something on google classroom/ Tapestry eg upload an assignment, join a live lesson etc?** please post the question in the stream for the teacher to see and they will either respond or if they are not sure pass the question on to someone who can. For Tapestry post a comment in the memos section or in a new observation.
3. We have made different videos which will show how to do various things on google classroom. These are posted on the school website.
4. **Have any suggestions or comments about any aspect of home learning, google classroom or Tapestry?** Please do email homelearning@thewillow.haringey.sch.uk to give feedback
5. **No suitable device at home to access google classroom?** Email on homelearning@thewillow.haringey.sch.uk or call the school on 020 8885 8800. We have a limited amount of chromebooks available to loan to families. To help us to prioritise the loan of these devices we will use information collected from a survey, families who have no device at all will be prioritised followed by those using phones. Families who have multiple children on one device will also be prioritised before other groups.
6. **No internet access (ie, no wifi/data)?** Email on homelearning@thewillow.haringey.sch.uk or call the school on 020 8885 8800.

What resources will be provided?

We will provide reading books, workbooks, exercise books, stationery, etc to any child in need of these resources. Some resources will be provided for all children, eg, maths exercise books. Any child in need of resources will be provided with whatever they need to enable them to access the learning (see information about devices and internet access above).

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We know home learning can be a real challenge for parents and carers - even more so if your children are very young, you have more than one child or you are trying to work from home yourself. The teachers are trying to plan with this in mind and are looking to provide learning that supports independence as much as possible.

All home learning will be on the google classroom or Tapestry platform and we do expect all children to engage with every day. Each morning they should log in and go through the lessons and attend the live lessons that have been scheduled for them. Please do get your children into a good routine, just like for school. It is important they go to bed at a reasonable time, that they get up, get dressed, have breakfast and are ready to start their lessons at 8.45am. Routine helps children to feel secure and that will be needed by them all in this time of change.

We know for some of you and your children, circumstances at home might make it difficult to do all lessons everyday, if that is the case the most important lessons that the children must do every day are Reading, English, Maths and join the live teaching sessions.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Children will be asked to post something into the live stream at 8.45 every morning - this will show that your child has logged on and act as a self-registration. Teachers will then take a register at the morning and afternoon live sessions; this information will then be used to monitor each child's attendance at the live sessions. Teachers will also monitor how much work is handed in on a daily/weekly basis. This will show each child's level of engagement. Any child not attending live sessions or logging into the google classroom will receive a call from their teacher or teaching assistant. Children who do not engage sufficiently over a week will be contacted by another member of staff (attendance officer, learning mentor, etc). Where there has been little or no engagement by a child a senior leader will make the call. If the school is finding it difficult to make contact via telephone a home visit will be made.

For children in Reception teachers will monitor engagement through parent viewing and liking of the activities set and by children's attendance at the live sessions. Teachers will also monitor how many parent observations are made of the children's work on a daily/weekly basis. Children who do not engage sufficiently over a week will be contacted by another member of

staff (attendance officer, learning mentor, etc). Where there has been little or no engagement by a child a senior leader will make the call. If the school is finding it difficult to make contact via telephone a home visit will be made. Engagement awards will be awarded for attendance at live sessions and observations made of children's learning.

Individual and whole class attendance awards will be provided for joining online sessions.

If any parent is finding it difficult to get their child motivated to do the work and/or into a good routine, our in-school counsellor will offer a 2 sessions support on 'helping to get your child into a good routine'.

The school will also provide in-school places for children who are a concern in terms of engagement. There will be a learning mentor pod for key children who require additional support and motivation.

Where there are concerns, teachers will call parents to talk this through with them. If the concern is serious the teacher will complete a 'myconcern' log which will be picked up by a senior leader.

How will you assess my child's work and progress?

Teachers will assess your child's level of understanding in the following ways:

- Answers to questions during live sessions
- Quality of work being submitted - this can then lead to whole class feedback to clear up general misconceptions, individual feedback (ie, notes on your child's work, voice messages, or acknowledgement marks, eg, emoji), small group feedback, small group live session to clear up misconceptions.
- Answers to quiz questions
- In the moment marking of work which your child completes online

Progress can be assessed during these sessions. Quiz and end of unit assessments will also be assigned and used to determine progress.

For Reception children, teachers will assess the work you post from your child's activities.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

Our aim is to make the work accessible as possible for all children so that children can, as far as possible, access the work independently. Clear explanation videos and materials will be provided for each lesson. Scaffolds will be provided to support children who may require additional help. Even with this we understand that some children may still find it difficult to access the work. In these cases will provide additional support through:

- a) Specialised in-school POD for targeted children with an EHCP.
- b) 1-1 individualised work for children with an EHCP who are not in school and cannot access work provided for their cohort.
- c) EAL pod and online classroom for those children who are new to English
- d) In-school provision for those who are struggling to access the work at home (by invitation)
- e) Learning Mentor POD for targeted children who are finding it difficult to engage in home learning.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When individual pupils are self-isolating but the majority of their peer group remains in school, work will be loaded onto google classroom and Tapestry. This will match the school curriculum as far as possible:

- Maths - linked to White Rose, video and worksheets
- English - linked to Oak Academy videos
- Non core - linked to Oak Academy or BBC Bitesize

For example:

Blended learning - **MATHS** for children who are quarantining or isolating at home while the rest of their class are in school.

In maths, children at home will follow the same learning programme as the children in school, using white rose maths. Each day there is a teaching video that will cover the same teaching points as the teacher will be doing in school. The link for the teaching videos is below – click on the same link each day and then watch the video. Each day there is also a worksheet to do after you have watched the teaching video. Please click on the link to view / download the worksheet. You can either print the worksheet and do your work onto it or you can do your work in your homework book / on paper. There is also a link to show you the answers – parents can mark or children can self mark.

Please scroll down to see all the year groups.

+ Year 1

Day	Area of learning	Teaching video link	Worksheet link	Worksheet ANSWERS
Monday 2/11	Fact families - addition facts	https://vimeo.com/465032733	https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y1-Autumn-Block-2-WO3-Fact-families-addition-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-ANS3-Fact-families-addition.pdf
Tuesday 3/11	Find number bonds for numbers within 10	https://vimeo.com/463891935	https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y1-Autumn-Block-2-WO4-Number-bonds-within-10-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-ANS4-Number-bonds-within-10.pdf
Wednesday 4/11	Systematic methods for number bonds within 10	https://vimeo.com/463893092	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-WO5-Systematic-number-bonds-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-ANS5-Systematic-number-bonds.pdf
Thursday 5/11	Number bonds to 10	https://vimeo.com/463894279	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-WO6-Number-bonds-to-10-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-ANS6-Number-bonds-to-10.pdf
Friday 6/11	Compare number bonds	https://vimeo.com/463895735	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-WO7-Compare-number-bonds-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y1-Autumn-Block-2-ANS7-Compare-number-bonds.pdf

Blended Learning for Autumn 2

Children are expected to complete 4 lessons a day following the timetable they would in school.
Session 1 – Reading/Spelling/Grammar Session 2 – Maths Session 3 – English Session 4 – Non-Core

Year 6

Please follow the links for the lessons you need to complete each day. On the first day you are not in school for all the subjects below, you do Day 1. It does not matter which day of the week this is – Day 1 is the work for the first day you are not in school.

Day	Reading/Spelling/Grammar	English	Non-Core
Day 1 not in school	Y6 Developing Reading for Pleasure (L1) https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-74u3cd	L1: Identifying features of a biography. https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-biography-70566c	Science 1: What is the theory of Evolution? https://classroom.thenational.academy/lessons/what-is-the-theory-of-evolution-6ru3zd
Day 2 not in school	Y6 Developing Reading for Pleasure (L2) https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d	L2: Investigating French and Greek Etymology. https://classroom.thenational.academy/lessons/to-investigate-french-and-greek-etymology-c9jkr	Science 2: How do fossils provide evidence for evolution? https://classroom.thenational.academy/lessons/how-do-fossils-provide-evidence-for-evolution-6gt3ca
Day 3 not in school	Y6 Developing Reading for Pleasure (L3) https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68u3kr	L3: Exploring the functions of a colon. https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hjd	Science 3: What are the different animal kingdoms? https://classroom.thenational.academy/lessons/what-are-the-different-animal-kingdoms-6cwp6r
Day 4 not in school	L1 - Suffixes: plurals. https://classroom.thenational.academy/lessons/to-investigate-suffixes-plurals-6nj6dc	L4: Retrieving information from a non-fiction text (Part 1). https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-1-6cw3zd	PSHE 1: Eat Well, Live Well! https://classroom.thenational.academy/lessons/if-eat-all-about-balance-cw66c
Day 5 not in school	L2 – Suffixes: plurals & test. https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-plural-including-a-test-6gt3je	L5: Developing rich vocabulary. https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-trying-hard-cqw6zr	Home Learning set on Google Classroom
Day 6 not in school	L3 – Suffixes: more plurals. https://classroom.thenational.academy/lessons/to-investigate-suffixes-more-plurals-6rtocd	L6: Retrieving information from a non-fiction text (Part 2). https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-2-64rkct	Science 4: Which organisms lived during each era of time? https://classroom.thenational.academy/lessons/which-organisms-lived-during-each-era-of-time-71k6dt
Day 7 not in school	L4 – Suffixes: more plurals & test. https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-more-plurals-including-test-cn330c	L7: Practising & Applying French/Greek Etymology. https://classroom.thenational.academy/lessons/to-practise-and-apply-our-knowledge-of-french-and-greek-etymology-c4u68d	Science 5: What impact have humans had on plants and animals? https://classroom.thenational.academy/lessons/what-impact-have-humans-had-on-plants-and-animals-65k38c
Day 8 not in school	L5 – Suffixes: y https://classroom.thenational.academy/lessons/to-investigate-suffixes-y-suffix-cmu36r	L8: Planning a Biography. https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww6zr	Science 6: What impact are humans likely to have on life in the future? https://classroom.thenational.academy/lessons/what-impact-are-humans-likely-to-have-on-life-in-the-future-cnj6dt
Day 9 not in school	L6 – Suffixes: y & test. https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-y-suffix-including-test-cdh66t	L9: Writing a Biography (Part 1). https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkcd	PSHE 2: Eat Well, Live Well. https://classroom.thenational.academy/lessons/food-glorious-food-64vkcc
Day 10 not in school	L7: Suffixes: ful and ness. https://classroom.thenational.academy/lessons/to-investigate-suffixes-ful-and-ness-suffixes-6ew98d	L10: Writing a Biography (Part 2). https://classroom.thenational.academy/lessons/to-write-a-biography-part-2-6cw3zd	Home Learning set on Google Classroom