

West View Primary School: Approach to Remote Learning – v5

Named Lead: **Katie Tailford – Deputy Headteacher / Lauren Furness – Headteacher**

The plan below outlines how West View Primary School intends to provide high-quality remote education in cases where it is not possible, or is contrary to government guidance, for some or all pupils to attend school. Circumstances where it might not be possible for pupils to receive in-person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted
- Individual cases where a pupil is unable to attend school but is able to learn

The school follows the DfE non-statutory guidance: [Providing remote education: guidance for schools - GOV.UK](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools)

In line with this guidance, remote education should only ever be considered as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Attendance	Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record pupil absence in the register in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and attendance guidance, using the most appropriate code.										
1.1 Principles of remote learning contingency plan	<p>Our school vision: ☆Dream Big. Aim High. Shine Bright. ☆</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">Academic</td> <td>Provide all pupils with access to academic materials and resources that are high quality, meaningful, ambitious and cover an appropriate range of subjects to enable pupils to keep on track with their education</td> </tr> <tr> <td style="text-align: center;">Community</td> <td>Build a community with pupils and families in the event of any remote learning</td> </tr> <tr> <td style="text-align: center;">Lifestyle</td> <td>Provide all pupils and families with access to learning materials that promote healthy behaviours (both online and offline)</td> </tr> <tr> <td style="text-align: center;">Safety</td> <td>Ensure the safety and wellbeing (both online and offline) of individual pupils, their families and school staff</td> </tr> <tr> <td style="text-align: center;">Staff Wellbeing</td> <td>Ensure that staff feel empowered to collaborate, connect and contribute to remote learning in sustainable and successful ways</td> </tr> </table>	Academic	Provide all pupils with access to academic materials and resources that are high quality, meaningful, ambitious and cover an appropriate range of subjects to enable pupils to keep on track with their education	Community	Build a community with pupils and families in the event of any remote learning	Lifestyle	Provide all pupils and families with access to learning materials that promote healthy behaviours (both online and offline)	Safety	Ensure the safety and wellbeing (both online and offline) of individual pupils, their families and school staff	Staff Wellbeing	Ensure that staff feel empowered to collaborate, connect and contribute to remote learning in sustainable and successful ways
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1.2 Immediate Remote Education Provision being ready for pupils to access as soon as reasonably practicable, though in proportion to the length of	Where it may be needed for individual pupils, groups of pupils or the whole school, West View Primary School uses Seesaw as an online platform to deliver remote education and each pupil (from Reception Year 6) has their own individual log in: Seesaw Elementary Learning Experience Platform Families will be reminded to use this as soon as possible via email, text communication, the school website and/or posts on the school's social media accounts.										

<p>absence and expected disruption to education.</p>	<p>Microsoft Teams is used to deliver live lessons and interventions, where appropriate. Live and recorded remote lessons will begin the following school day after an announcement is made to notify parents/carers of the need to enact this remote learning plan.</p> <p><i>Parents/carers will be regularly reminded to ensure that school holds the correct contact details for them. This includes an up-to-date email address.</i></p>						
<p>1.3 Platforms used to deliver remote learning</p> <p>Digital education platforms can also facilitate teacher-pupil interaction, including feedback and assessment, as well as enabling pupils at home to stay connected to their peers in school.</p> <p>Where pupils have access to appropriate devices, remote education might include recorded and/or live direct teaching time, as well as time for pupils to complete tasks, reading, and assignments independently, depending on their age and stage of development.</p> <p>Work provided during periods of remote education should aim to be high quality, meaningful, ambitious and cover an appropriate range of subjects to enable pupils to keep on track with their education.</p>	<p><u>Learning Platform:</u> Seesaw Elementary Learning Experience Platform</p> <p>Other platforms used as additional support include: links and messages shared from school Facebook page, via email, the school website and via the school's text messaging service.</p> <p>Live lessons will be delivered via Microsoft Teams.</p> <p>In line with the DfE guidance, lessons do not necessarily need to be recorded by teaching staff at the school. If preferred, high-quality lessons developed by external providers such as Oak National Academy can be provided instead.</p> <p>Oak National Academy This is suitable for pupils from Year 1 upwards. The 'teaching content' will be provided through age-appropriate videos, which are pre-recorded by a teacher and these videos are complemented by quizzes, worksheets and creative activities. There's no login or password and the lessons can be accessed on any device.</p> <p>Maths home learning Home learning White Rose Education At West View Primary School, we follow the White Rose Schemes of Learning. This can then be accessed from home in the event of remote education - children will be guided to the appropriate year group they are in and to one of the topics available by clicking 'Schemes of Learning'. Every lesson comes with a short video showing you (as a parent/carer) clearly and simply how to help your child complete the activity successfully.</p> <p>Children have their own log in details for the following platforms and these will be provided again as a reminder in the event of remote education:</p> <table border="1" data-bbox="533 1141 2101 1476"> <tr> <td data-bbox="539 1145 1048 1241"> <p>Spelling Shed - Spelling Shed - The Science of Spelling</p> </td> <td data-bbox="1055 1145 2094 1241"> <p>Spellings will be set by the class teacher and directions will be provided for accessing this. However, it can be accessed at any time for general spelling practise.</p> </td> </tr> <tr> <td data-bbox="539 1246 1048 1342"> <p>Times Tables Rock Stars: Play</p> </td> <td data-bbox="1055 1246 2094 1342"> <p>Pupils from Year 1 – Year 6 have access to TTRS. It is recommended that pupils access this regularly in order to practise and overlearn key content in relation to the multiplication tables.</p> </td> </tr> <tr> <td data-bbox="539 1347 1048 1471"> <p>Lexia: Student Login - Core5 ReadingPlus: ReadingPlus Student Login</p> </td> <td data-bbox="1055 1347 2094 1471"> <p>Pupils in Key Stage 2 will either be accessing Lexia or ReadingPlus. These platforms are used as part of the school's reading programme in school and time is planned into the school's timetable each week for children to access</p> </td> </tr> </table>	<p>Spelling Shed - Spelling Shed - The Science of Spelling</p>	<p>Spellings will be set by the class teacher and directions will be provided for accessing this. However, it can be accessed at any time for general spelling practise.</p>	<p>Times Tables Rock Stars: Play</p>	<p>Pupils from Year 1 – Year 6 have access to TTRS. It is recommended that pupils access this regularly in order to practise and overlearn key content in relation to the multiplication tables.</p>	<p>Lexia: Student Login - Core5 ReadingPlus: ReadingPlus Student Login</p>	<p>Pupils in Key Stage 2 will either be accessing Lexia or ReadingPlus. These platforms are used as part of the school's reading programme in school and time is planned into the school's timetable each week for children to access</p>
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		these. Children are able to access these on a device from home and will be directed to do so as part of the remote education plan for their year group.
	BoomReader Digital Reading Record	All pupils have access to a digital reading record via the BoomReader app. We expect that children from Reception through to Year 6 continue to read to a family member at home, at least 3 times per week as part of our remote learning plan. Comments from both pupils themselves and parents/carers should be logged via the app.
1.4a Remote learning – expectations for explicit instruction	<p>The DfE guidance states that pupils should be provided with remote education that is equivalent in length to the core teaching time that pupils would receive in school, where possible. In Key Stage 1, children should have work set for a minimum of 3 hours per day, with less for younger children. In Key Stage 2, this increases to a minimum of 4 hours per day.</p> <p>At West View Primary School, in the event of a full class, year group or whole school closure or restriction on school attendance, our expectations are set out below:</p> <p>EYFS – Pre-Nursery and Nursery A learning offer will be provided via the Pre-Nursery and Nursery dedicated Facebook group and ‘taught’ content will be in the form of pre-recorded videos for Foundations to Phonics, number and ‘other’ learning. A short morning live lesson via Microsoft Teams may be provided to set the learning for the day and enable direct feedback, where appropriate.</p> <p>EYFS – Reception A learning offer will be given via Seesaw and the dedicated Facebook group and ‘taught’ content will be in the form of pre-recorded videos for maths and ‘other’ learning. Daily phonics teaching will be provided through a live lesson via Microsoft Teams.</p> <p>Whilst phonics lessons will be taught live via Microsoft Teams, parents and carers are signposted to the official website for Little Wandle Letters and Sounds Revised: For parents Letters and Sounds The resources on this page will help parents and carers to support their child with saying their sounds accurately and writing their letters correctly.</p> <p>Key Stage 1/Key Stage 2 There is a minimum expectation that there will be a live lesson at least once per day for pupils in Key Stage 1 and 2. These will complement work set for children on Seesaw and enable high quality and relevant feedback. Learning will include work in English, maths and a foundation subject relevant to the current curriculum plan for each year group. This work set will be sufficient to meet/exceed the DFE minimum of 3 hours per day (KS1) and 4 hours per day (KS2). It will also include dedicated time to access platforms that are usually accessed as part of the pupil’s timetable: TTRS/Lexia/ReadingPlus.</p> <p>In all year groups, teachers and support staff plan and deliver 1:1 and small group intervention sessions via Microsoft Teams to close gaps and support a ‘catch-up’ and ‘keep up’ approach.</p>	
1.4b Remote learning – explicit instruction guidance	<p>West View Primary School supports the following guidance for online learning:</p> <ul style="list-style-type: none"> • Live lessons build upon prior learning to ensure learning is built on incrementally 	

- Each live lesson will start with a ‘Recap and Review’ element in order to activate prior learning
- Individual lessons have small chunks of learning to avoid cognitive load
- Adults break learning down into shorter sessions spread across longer periods of time than usual
- Live lessons include models and ‘live-worked’ examples with a focus on delivering clear, high-quality explanations
- Images, diagrams, clips and videos used in live lessons are relevant and well planned to support explanations and delivery
- Teachers introduce regular ‘pause points’ into online learning in order to keep pupils focused
- Collaborative approaches and peer interactions are encouraged in order to motivate pupils and improve outcomes
- Standard lesson powerpoints are utilised when delivering live or pre-recorded lessons in the same way that they would be used in the classroom

Refer to: ‘Best evidence on supporting students to learn remotely’ (EEF) - [Rapid Evidence Assessment](#)

1.5 Digital Protocols

Screen time, making reasonable allowances for adequate breaks for pupils and staff during digital remote education.

[Safeguarding and remote education - GOV.UK](#)

[Digital 5 a day | Children's Commissioner for England](#)



The Children’s Commissioner’s Digital 5 A Day guide promotes a positive relationship with technology rather than being too restrictive and is based on the NHS’s five steps to mental well-being.

1. Connect

The internet has enabled everyone to maintain friendships and family relationships no matter where they are in the world and children often say that chatting with friends is the best thing about social media. It’s important to acknowledge that this is how children keep in touch but it’s also important to have a conversation with them about who they are connecting with and their privacy settings. Remember to keep a dialogue open and talk to your child to understand how they’re spending their time and so that they can come to you for help should they need to.

2. Be Active

Activity is very important for mental wellbeing and all children should have time to switch off and get moving. Children don’t have to be an athlete to be active. Find something that they enjoy – be that swimming, walking, dancing or yoga – begin at a level that works for them and make it a regular activity. Researching an activity or place online before going out is a good way of combining the two and provides an opportunity for you to use the internet together.

3. Get Creative

The internet provides children with unlimited opportunities to learn and to be creative. Time spent online doesn’t have to be spent passively consuming content. It can be educational, creative and can provide opportunities to build skills for later life.

4. Give to others

As well as using the internet to learn about how to get involved with local and national charitable schemes, children can give to others through their everyday activities. Remind children that by giving positive feedback and support to friends and family as well as reporting the negative behaviour of others, they can help make the web a positive place for everyone.

5. Be Mindful

We hear that children often feel pressured by the constantly connected nature of the internet. While they might want to do other things, it can be difficult for them to put their phones down when apps are encouraging them to engage. Being mindful about the amount of time that your child is spending online – and encouraging them to be mindful about how this makes them feel – is important. Encourage children to come up with ways of managing this i.e. keeping a diary as way of logging the amount of time they are spending online or downloading an app that helps them manage their notifications.

Acceptable Use Agreements

Pupils, parents, carers and staff are expected to adhere the school’s Acceptable Use Agreements:

Pupils	Shared by class teachers on an annual basis in the first half of the Autumn term each year. Pupils have an individual copy to sign and then these are retained by the Phase Lead.
Parents/Carers	Read and agreed to at the initial home visit prior to their child starting West View Primary School. These are then uploaded to each child’s individual record on CPOMS.
Staff	Read and agreed to each September. These are then filed accordingly in each staff members HR file.

1.6a Accessibility, including provision for pupils with SEND

Working to overcome barriers to digital access where possible for pupils by, for example:

Distributing school-owned devices accompanied by a user agreement or contract if and where necessary and possible.

Supporting families to find appropriate internet connectivity solutions if and where necessary and possible.

If required, ensuring equal access through the provision of printed resources, supplemented with other

Regular contact is made with families regarding accessibility to remote learning. School will endeavour to support with this as far as is practically possible. This may include the provision of: SIM cards, routers and data if required or via the loan of a device from school such as an iPad.

Parents/carers will be expected to sign a ‘Equipment Loan Agreement’ form prior to their child being given a device to use at home to support remote education.

Live Lessons
Timings for live lessons are agreed by each Phase Leader and will differ across the school, so that for families with multiple children, there is a better chance of them accessing practical support from their parents/carers as well accessing a device. *Please note - this cannot be guaranteed due to the size of the school and number of children within the family.* In the event of a wider local/national restriction on school attendance, all live lessons will be collated onto one timetable and this will be shared via learning platforms, via email and on social media.

Work Pack
Where requested by a parent/carer, a current paper pack of work will be prepared. Our focus will always be on providing online learning because it is faster, more environmentally friendly and it reduces administrative burdens on staff, allowing them to focus on preparing high-quality live lessons and pre-recorded materials instead.

Where a work pack is provided, it will be clearly differentiated. It will also include a list of all log-in information for online access when this can be resumed. Work packs are based on the current learning and will include English, Maths and wider curriculum work.

appropriate forms of communication between the school and pupils.

Workbooks
 As a school, we may purchase printed workbooks for individual pupils, groups of pupils or for specific classes/year groups. This will be determined dependent upon the age and stage of the child's development e.g. it is more likely that these will be purchased for those pupils in Year 6 who are working towards the completion of their end of key stage statutory assessments.
 As a school, we will provide additional stationery, paper, exercise books and other materials to support families in accessing learning from home – as required.

1.6b Provision for SEND pupils

The duty under the [Children and Families Act 2014](#) for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a pupil's special educational needs continues to apply when remote education is in place.

Some pupils with SEND may not be able to access remote education without adult support. As a school, we will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

Provision for pupils with SEND, including those with an EHCP will be overseen by Mrs Boagey who is the school's SENDCo. Mrs Boagey will take responsibility for ensuring that remote education meets the needs of individual pupils with SEND, including those with an EHCP, and this will also include liaising with parents, carers and, where appropriate, the Local Authority SEND team.

1.7 Assessment & Review

Research demonstrates that the quality of online learning is linked to the feedback and quality of feedback pupils receive.

Strategies for remote formative assessment:

For live or "synchronous" teaching	For alternatives or "asynchronous" teaching
Cold calling – asking pupils to unmute after a pause or calling on pupils through the chat function	Online forms – using bespoke online forms to capture responses to questions from existing resources e.g. exam papers
Hinge questions – using multiple choice questions using forms or polling tools built into the video call platform	Online forms – using forms with auto-feedback built in (this works best with multiple choice questions)
Mini-whiteboards – asking pupils to hold up their answers to their video camera during the lesson	Using existing third-party assessment tools

Refer to: 'Best evidence on supporting students to learn remotely' (EEF) - [Rapid Evidence Assessment](#)

Individual feedback is required on all work submitted by a pupil whether this be written, messaged or audio feedback

<p>1.8 Teaching Assistants – Roles and Expectations</p>	<p>Teaching Assistants could, with the correct tools, undertake the following tasks during periods of remote education:</p> <ul style="list-style-type: none"> • Join live lessons planned by the teacher and act in their usual capacity as a Teaching Assistant – supporting learning and noting down any points of concern arising • Following direction from the class teacher, Phase Lead or SLT, lead live intervention sessions for individuals or small groups of pupils (using Microsoft Teams) – this would include any interventions that they would already ordinarily deliver in school e.g. Phonics Fluency or Rapid Catch Up • Listen to pupils read 1:1 via Microsoft Teams • Make check-in calls to pupils and their families • Support the teacher in preparing resources to be used for live/pre-recorded lessons • Pre-record the reading of stories/material linked to the interventions they would be completing in school – where appropriate • Support the teacher in responding to work posted on online platforms – however, teachers will maintain oversight of online platforms and feedback provided. <p>Support staff are to be directed by the class teacher or their Phase Lead in the first instance. They will be directed to complete tasks, as set out above, in order to support the delivery of remote teaching and learning.</p> <p>SLT may also provide dedicated CPD, or signpost staff to complete this online, where they are not involved in direct teaching and learning.</p> <p>School will support staff with accessing a device should they need this to enable them to carry out the above tasks effectively.</p>
<p>1.9 Communication with parents/carers</p>	<p>Staff will make phone calls home to each child on a regular basis. The frequency will depend on how long the period of remote education is planned for or is anticipated to last. Calls will take place more frequently if well-being concerns are presented or if a pupil and their family are open to frontline services.</p> <p>If any concerns arise during a call, they will be logged as per the school’s policy for using CPOMS.</p> <p><i>If staff are also working from home and need to make calls, it is expected that they will call from a withheld number. This is not necessary where calls are being made from school.</i></p> <p>Where there is a local/national restriction on school attendance in place, a detailed record of pupil engagement will be made (this will include the use of a dedicated tracking system produced by Anthony Conlin). This will enable targeted calls to be made and support for devices and connectivity to be given where needed. Staff at West View Primary School are of the view that full engagement is a requirement and not optional and will offer all relevant support to ensure that this is achieved.</p> <p>Where there is little or no engagement with remote learning, this will be followed up by the class teacher or Teaching Assistant in the first instance. If little or no engagement persists, Middle and Senior Leaders will contact families to discuss this, to reiterate expectations and offer any support/guidance needed.</p> <p>Early Years: Mrs Evans (EYFS Lead) and Mrs Boagey (Assistant Headteacher)</p> <p>Key Stage 1: Mrs Chaffey (Key Stage 1 Lead) and Miss Tailford (Deputy Headteacher)</p>

	<p>Lower Key Stage 2: Mr Smith (Lower Key Stage 2 Lead) and Ms Clarke (Inclusion Manager)</p> <p>Upper Key Stage 2: Mrs Taylor (Upper Key Stage 2 Lead) and Miss Furness (Headteacher)</p>
<p>2.0 Monitoring the effectiveness of remote learning</p>	<p>Frequent reminders will be provided via email, social media, the school website and via the school's text messaging service on how to access remote learning and to share links/ parent guides in relation to keeping children safe in online contexts. School will respond appropriately to messages received to ensure open channels of communication with children and their families.</p> <p>Online polls/questionnaires will be used to ensure that feedback from parents is gathered and acted upon.</p>
<p>In summary, teachers will:</p> <ul style="list-style-type: none"> • Teach virtually as well as by using pre-recorded lessons • Set tasks for children to complete • Respond to pupil work - work posted on online platforms will be responded to on a daily basis. The feedback provided may be verbal or written and may require further adult input or work from the child. If a child has completed work from a paper-based work pack, this should be returned to school for marking at an agreed time. 	

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