



St Paul's Way

Education • Foundation • Trust

PARENT BOOKLET

Remote Teaching and Learning Guidance

St Paul's Way Foundation School

October 2020



Introduction

This handbook has been created to update parents on the Remote Teaching and Learning plans we have at St Paul's Way Foundation School. In March, our school was subject to a partial-school closure in line with Department for Education (DfE) guidance. At this time, online and remote learning was new to many of us. However, we are now in a position to ensure that remote learning, where needed, is an example of our good practice within St Paul's Way Foundation School and allows for children to continue to access an ambitious and rigorous curriculum.

Following the partial-school closure, we have reviewed DfE guidance, talked to staff and pupils about their experiences of teaching and learning remotely, and have recently sent out a Remote Learning Parent Survey. This has given us a wealth of information to draw on as we plan to improve our Remote Teaching and Learning provision moving forward.

This handbook therefore details how online and Remote Learning will be managed in a range of scenarios, including if individual children/families are isolating at home, and if a class or phase bubble are isolating at home. The first section of this handbook introduces the platforms we will use to facilitate online learning; Google Classrooms (for Years 1-6) and Tapestry (for EYFS). It provides parents with opportunities to familiarise with these platforms, and understand how they can be used to promote effective home learning and ensure our high expectations of pupils is continued. The second section of the handbook focuses on the curriculum at SPWF and how this will be adapted and implemented online. There is also a section on the Safeguarding and Wellbeing of pupils during this time.

We would ask that parents support home learning and their child's transition to remote learning if necessary, and understanding the efforts of teachers at this time as they also transition to teaching online. Teachers in school have spent time working together to develop their skills in delivering learning online through teaching approaches that are suitable and adaptable to the nature of remote learning. This is, of course, a new way of working for staff, parents and pupils alike; we will continually strive to improve our practice and look forward to parents supporting us in this process. We hope this guide answers your questions on remote learning and provides you with all of the information you need. If you have any questions regarding the Remote Teaching and Learning plans, please speak to myself or Mr Hobbs in the first instance.

Kind Regards,
Miss Moore



Section 1: Technology and Resources

The Department for Education suggest that schools identify **online tools that will be consistently used** within the school. We want to ensure that pupils are not overwhelmed with too many platforms that they lose their impact or value. At SPWF, our chosen platforms will be Google Classrooms for Years 1 to 6, and Tapestry for the Early Years Foundation Stage. Other online tools and resources will be referred to within Google Classroom schedules and streams.



1.1 Access to Technology

Parents and carers who responded to the Remote Learning Parent Survey have been able to identify their computer/internet access and potential technology needs. If you highlighted within the survey a lack of technology in the home, we will reach out to you to discuss how we can support you further and provide suitable learning for your child *if they are self-isolating*. If you are struggling to access online or remote learning for any reason, please ring the school office and flag this up so we can contact you and find possible solutions. Paper-based resources may be available, however we would encourage children and parents to engage with the online learning platforms where possible as these will be updated in line with the children's class learning and curriculum objectives.



1.2 Child and Parent Log-ins

Pupils in Years 1-6 have taken home their Google Classroom logins, and most classes have practiced logging into the classes to access learning in school. Teachers are starting to implement Google Classrooms into classroom lessons to help familiarise pupils with the platforms. Older pupils are likely to be able to log in independently, but we are aware that our KS1 learners may need a parent to support them with this. However, once the pupils are logged in, routines will be kept consistent so that learners can quickly adapt to this new way of working and learning. If your child has lost their log in, please ask their class teacher or email foundationadmin@spwt.net so we can send the log in out to you.

Our Early Years Foundation Stage (EYFS) the teachers have experience of using Tapestry within the classroom setting and parent log ins are currently being created. You should receive this log in shortly via your email.

1.3 Learning Platforms for Remote Learning

Below is a table of the online platforms and tools that will be used at SPWF, including notes about their use and some rationale for why these platforms have been adopted:

Platform	Usage Notes
<p>Google Classrooms (Years 1 to 6)</p> 	<ul style="list-style-type: none"> ● Teachers can set lessons and classwork, including learning materials so that children can experience a wide variety of curriculum objects ● Teachers can set assignments and assessments that children can submit and hand in ● Teachers can feedback on work and via comments so that children can understand how to improve further ● Teachers can track children's progress and engagement. ● Teachers can effectively link to other platforms, e.g. YouTube and links can be embedded into lessons, e.g. White Rose Maths ● Children can access quizzes, spelling tests, differentiated feedback tasks ● Lessons can be scheduled ahead of time and prepared by teachers at school and at home. ● Google Meets can be used for 'live' teaching sessions and for daily assemblies and storytime.
<p>Tapestry (EYFS)</p> 	<ul style="list-style-type: none"> ● Teachers can set learning activities that relate to the EYFS areas of learning. ● Play-based and practical learning can be promoted during partial school closure. ● Teachers can track and record children's progress and engagement. ● Parents can access from home and post videos, comments and observations.
Supplementary Resources	
<p>The following resources will be used to supplement the above platforms. Work set on these platforms will be referred to through Google Classrooms and Tapestry, to support children in meeting curriculum objectives:</p> <ul style="list-style-type: none"> ● White Rose Maths - This ensures continuity between home and school maths provision; ● Real PE - Children can log in from home using the home-parent-access login; ● TTRockstars & Numbots; ● Explorify – Working scientifically activities; ● Get Epic – Reading books ● Teachers may use Loom record and narrate videos which can then be uploaded to Google Classrooms. ● Zoom will continue to be used for whole-school assemblies and phase-assemblies where appropriate, such as Celebration Assemblies. ● OAK National Academy ● BBC Bitesize/Daily Lessons ● Other resources as appropriate and highlighted by curriculum leaders 	

Continuous Professional Development (CPD) for Online Learning

Teachers have had CPD sessions in school to support them in becoming acquainted with and implementing these platforms. Teachers will continue to develop and share good practice with each other, and we hope you'll enjoy joining us for our journey as we develop our remote learning provision.

Section 2: Teaching and Learning

At the core of all lessons, whether in person or remotely, is the learning objective and the outcomes expected of the children. The daily suggested schedule and organisation for remote learning at SPWF will draw on relevant research and best practice, and encourage children to make progress against curriculum objectives.

Motivation, Behaviour and Communication Online

We understand it can be tricky to ensure children are motivated and focused when working remotely. We would encourage children and parents to identify a calm space within the home where children can focus and engage in their learning. If children are going to be learning via Google Meets/Zoom, we ask them to use these platforms in a communal area of your home with adults nearby to supervise. Please see further guidance in the Safeguarding Section at the end of this document.

We would encourage children in Years 1-6 to identify a set 'learning station' in their home to work at, preferably at a desk or table of a suitable height, to support children in differentiating between remote learning and leisure time as a family.

Children in the EYFS will be set a variety of practical activities via Tapestry which will involve children learning through play, practical experience and discussion.

It may also help children to have a daily visual timetable accessible for the pupils, and to personalise the area to the child (for example putting their most recent learning or artwork up on the wall near where they are learning). Some children may also benefit from an egg timer or sand timer to ensure they understand the structure of the day and can remain focused on the activity for an appropriate amount of time. We would ask parents to give regular positive praise to children focused on their effort and growth mindset:

"You've worked really hard to understand that learning and your hard work has paid off!"

"I can see you're really trying hard to improve your handwriting!"

"I am really proud of how you edited your work and checked your answers!"

During our remote learning sessions, we will continue to praise and explain our core expectations; being safe, caring and ready. Intrinsic motivation will be supported through targeted praise and a positive atmosphere full of verbal encouragement when teachers are setting learning or leading sessions. Teachers will respond to comments regularly (this will depend on whether an individual child is isolating, or the whole class bubble) to ensure children can maintain their motivation and that a positive feedback loop is maintained. You will also receive some phone calls from the Admin teams and Welfare teams throughout your isolation period, such as from Ms Alema, Miss Fisher or a member of SLT.



PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

www.biglifejournal.com

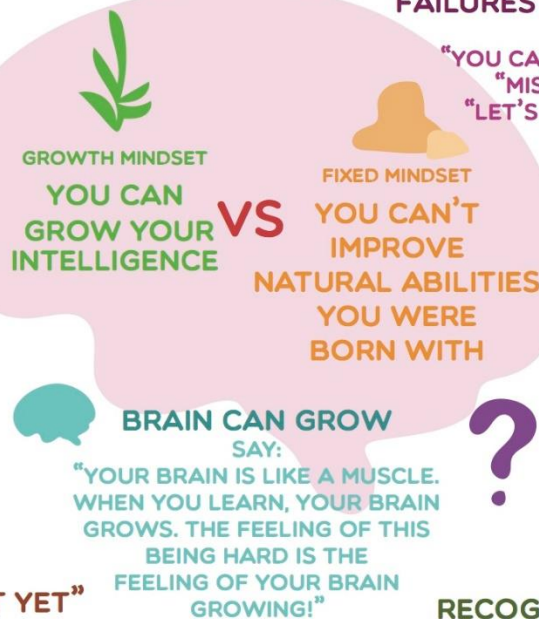
PRAISE

FOR:
EFFORT
STRATEGIES
PROGRESS
HARD WORK
PERSISTENCE
RISING TO A CHALLENGE
LEARNING FROM A MISTAKE

NOT FOR:
BEING SMART
BORN GIFTED
TALENT
FIXED ABILITIES
NOT MAKING MISTAKES

SAY:
"YOU TRIED VERY HARD AND YOU USED THE RIGHT STRATEGY!"
"WHAT A CREATIVE WAY TO SOLVE THAT PROBLEM."

THE POWER OF "NOT YET"
SAY:
"YOU CAN'T DO IT YET."
"YOU DON'T KNOW IT YET."
"BUT IF YOU LEARN AND PRACTICE, YOU WILL!"



FAILURES AND MISTAKES = LEARNING

SAY:
"YOU CAN LEARN FROM YOUR MISTAKES."
"MISTAKES HELP YOU IMPROVE."
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

ASK
"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
"WHAT NEW STRATEGIES DID YOU TRY?"
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
"WHAT DID YOU TRY HARD AT TODAY?"

RECOGNIZE YOUR OWN MINDSET
BE MINDFUL OF YOUR OWN THINKING AND OF THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

BASED ON CAROL DWECK'S BOOK "MINDSET: THE NEW PSYCHOLOGY OF SUCCESS"

If your child is struggling to engage with remote learning, we will aim to identify this through reviewing their engagement with remote learning online, but we are also available via phonecall or email to support your family with the transition to remote learning or with any other issues or concerns you may have during this time.

Curriculum

Children in Years 1 to 6 will continue to follow the National Curriculum. Children in the Early Years Foundation Stage will have activities set for them that will support their development within the EYFS curriculum. Where possible, remote learning will mirror the learning taking place at school (if an individual child is self-isolating), or would be taught at school (if the whole class or bubble are self isolating). Some activities will review prior learning to support children in developing their long term memory of concepts.

Feedback

Teachers will provide *regular* feedback to pupils on submitted work. For years 1-6, this may be a comment, verbal feedback on Google Meets or annotated work in the older year groups. In many cases, instant verbal feedback will be given through Google Meets and this mirrors how verbal feedback is given during the lesson in class to ensure children can rapidly improve their work and make progress. Feedback in each year group will look slightly different, depending on the age of the learners. If you have any concerns about this, please speak to the phase leader for your child's year group in the first instance.

Section 3: Daily Provision in Each Scenario

As a school, we are preparing for a range of scenarios; some of which we are likely to experience more regularly (e.g. a child or family self isolating) than others (school closures). The following are suggested responses that we will follow as a school, however may be adapted as necessary.

One Child or Family Self Isolating

If one child or family from a bubble are self isolating, the admin team will call on Day 1 to check in and can advise parents on how to access Google Classrooms/Tapestry through their log in.

In the EYFS, teachers will begin to upload and setting activities through Tapestry in accordance with the child's next steps from Day 2 of self isolation. In Years 1 to 6, teachers will soon be offering live phonics/literacy streams (where possible) and some live lessons throughout the day (younger year groups may also hold storytime on Google Meets on certain days). Other learning will be uploaded where appropriate (such as PDFs of learning slides, activities etc). This will mirror the class' daily timetable where possible. Your child's teacher will update their Google Classroom stream with information of timings and lessons for the day.

Welfare calls will be made throughout by school staff – please note this may not be your child's class teacher and will often be an adult who is non-class based, such as the Admin or Welfare team. The Safeguarding Team are also available at all times and may also complete phone calls to families. **If you have any concerns or need support or advise during the isolation period, please do not hesitate to ring the Foundation School phone number.**

Whole-Class or Bubble Self Isolating

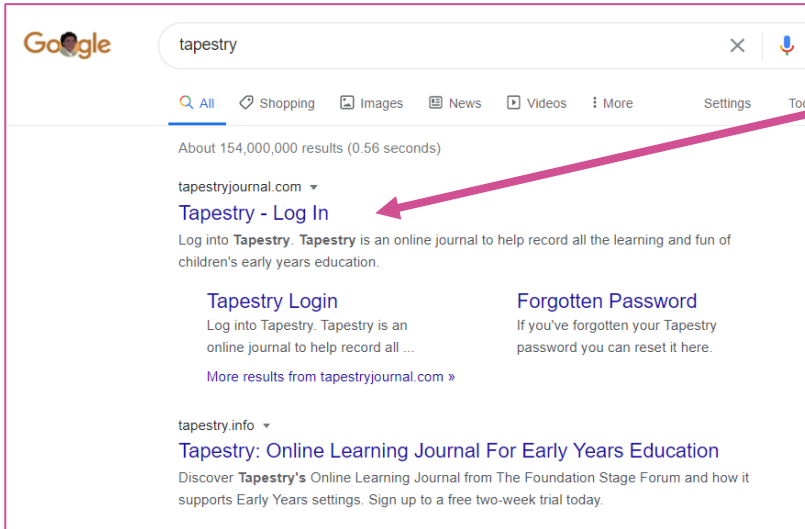
In the event of a partial-school closure, such as a class group or bubble self isolating, it is likely that teachers and support assistants will also be working remotely from home. Learning will be primarily provided by Tapestry and Google Classrooms:

In the EYFS, activities will be set in accordance with the child's next steps and topics/themes that were planned to be covered. EYFS colleagues will be on Tapestry regularly to review learning that parents can upload or submit an observation of (we would encourage parents to do this to ensure that teachers are able to give feedback and set appropriate tasks following the learning). EYFS colleagues will also lead daily Zoom storytime sessions at 2:30pm.

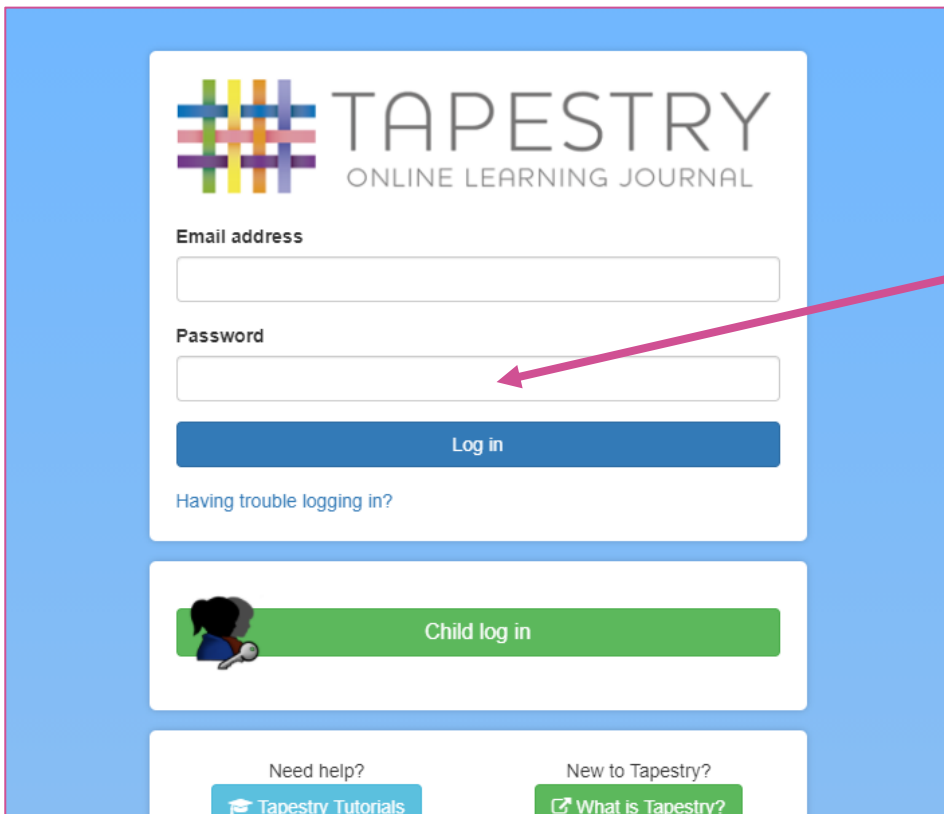
In Years 1-6, the learning structure will mirror the daily timetable where possible and will be shared on the class schedule on the Google Classrooms stream (including times of live lessons). Daily subjects will be added to the classroom under headings for the each date; a mixture of activities will be provided, including some submitted pieces of learning.

Logging Into Tapestry (EYFS Only)

1. Search for 'Tapestry' in a search engine; Tapestry Journal should be the first result.



2. Enter your log in details and click 'log in'.

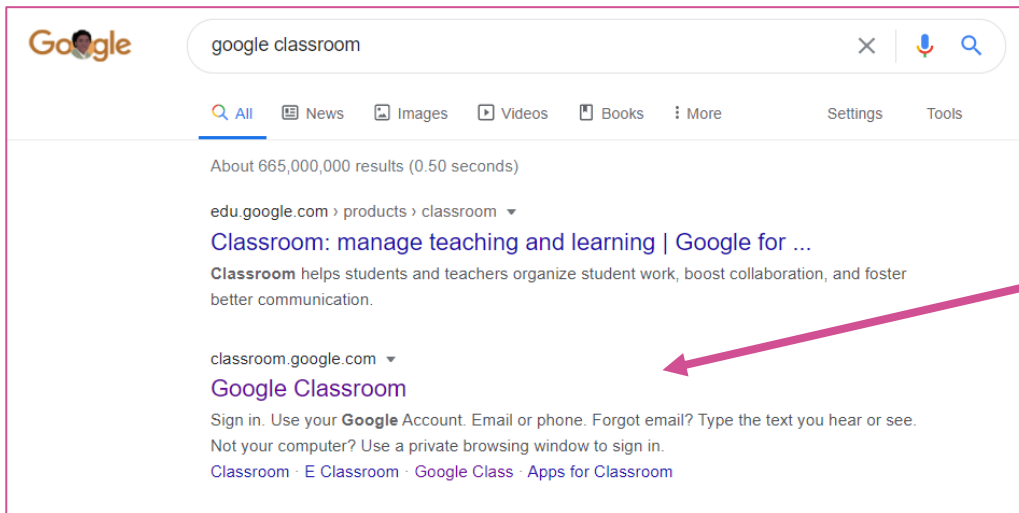


3. When in Tapestry, you'll see your child's previous observations. Navigate to the '**Activities**' tab at the top of the Tapestry bar to see activities set up and allocated by your child's teacher.

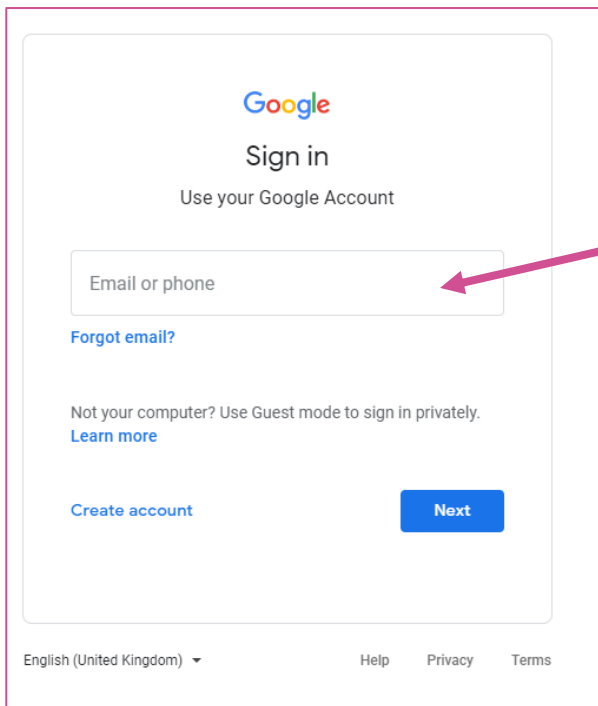
4. You will notice that you can add an observation or comment (including photo if you wish) to reply back to the activity. This information will be sent back to your child's class teacher, who can therefore keep in contact with you and stay updated on your child's learning.

Learning with Google Classrooms (Years 1-6 Only)

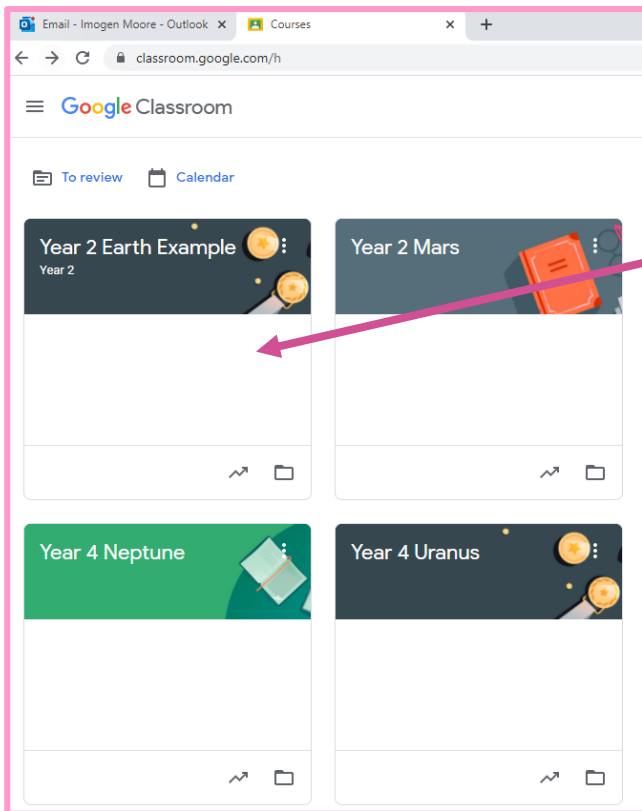
1. Search for 'Google Classrooms' in a search engine.



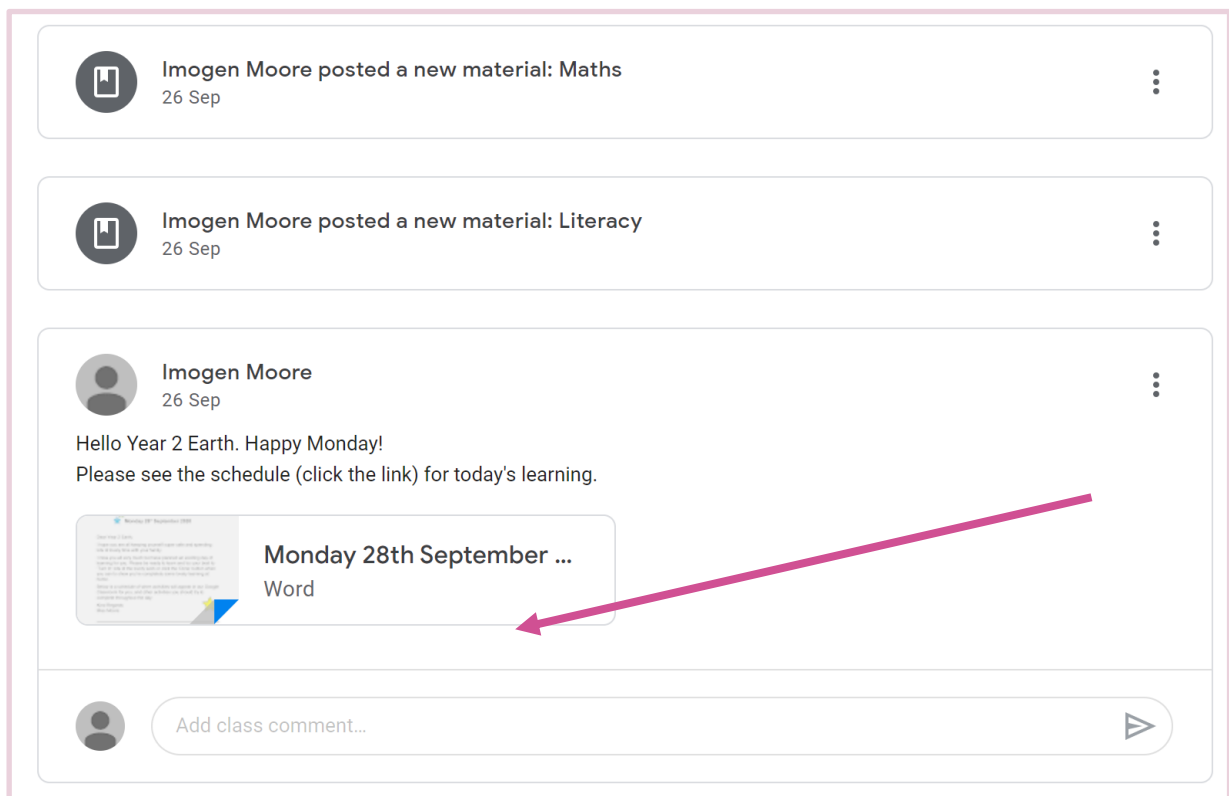
2. Enter your child's Google Classroom log in – your child should have this (for younger pupils, please check their reading book bag or back of their reading record).



3. Your child's classroom should appear when you have logged in – please click on the correct class.



Each day of a class or bubble closure, the teacher will post a schedule into the class 'stream' of the class. The schedule document will include a motivation message, key timings for the day and resources needed for the day, including the specific times that the class teacher will be available on Google Meets or leading a live session.





Monday 28th September 2020



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Dear Year 2 Earth,

I hope you are all keeping yourself super safe and spending lots of lovely time with your family.

I miss you all very much but have planned an exciting day of learning for you. Please be ready to learn and try your best to 'Turn In' lots of the lovely work or click the 'Done' button when you can to show you're completely some lovely learning at home.

Below is a schedule of when activities will appear in our Google Classroom for you, and other activities you should try to complete throughout the day.

Kind Regards
Miss Moore



complete throughout the day.

Kind Regards
Miss Moore



08:40 – 09:00 – Respond to Question of the Day

09:00 – 09:20 – Phase Assembly via Google Meets (link is at the top of the Google Classroom)

09:20 – 09:30 – Drink break – Collect your materials/resources for the day

09:30 – 09:45 – Speed Sounds Lesson via Google Meets

09:45 – 10:30 – Literacy Activity

10:30 – 10:45 – Breaktime

10:45 – 11:45 – Maths Using White Rose

Throughout the day, children will be able to access learning through clicking on the lessons in the stream, or through the 'Classwork' page.

Stream Classwork People Marks

Monday 12th October

All topics

Monday 12th October

Imogen Moore posted a new assignment: Grammar

Posted 28 Sep

0 Handed in 2 Assigned

1. LA and SEN.docx
Word

Add class comment...

Imogen Moore posted a new question: Would you rather be a fish or be a bir... Due 28 Sep, 09:45

Posted 26 Sep (Edited 28 Sep)

This is the Question of The Day for Monday! Try and answer it before our assembly on Google Meets at 09:00am :)

0 Handed in 2 Assigned

Add class comment...

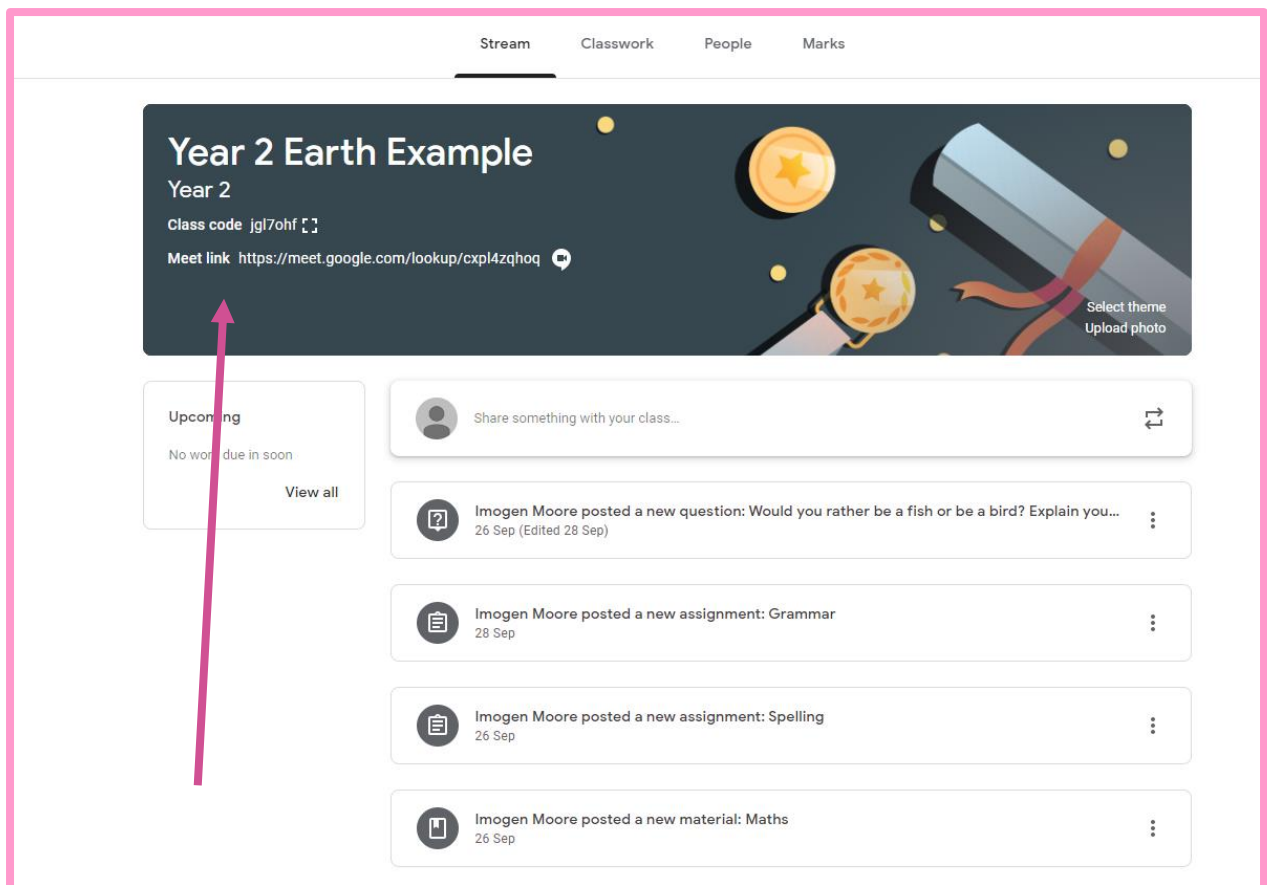
Imogen Moore posted a new material: Literacy

Posted 26 Sep

Welcome to our Literacy lesson.

Today our learning objective is:

Each page of learning will look slightly different, depending on how the information and learning is being presented and how the child should engage with the lesson content. Lesson content will be a variety of explanations, uploaded slides, links to other resources and videos, work to be submitted, work to complete at home using pen and paper, interactive quizzes and live lessons etc. The approaches used by teachers will depend on the content being covered in the lesson. Teachers will explain the timings of scheduled live lessons on Google Meets in the stream feature of the classroom. **To access Google Meets, please click the link at the top of the classroom:**



In the event of a partial school closures, phase leaders will coordinate phone calls throughout the class/bubble - these will be conducted by staff including those Working From Home and we will aim to call you within the first 3 days of remote learning in the first instance.

The Safeguarding Team are available if needed and may also make phone calls home to families.

Section 3: Safeguarding

Safeguarding

- We will continue to follow our School Safeguarding Policy – this has been reviewed by senior leaders in light of the Coronavirus Pandemic. Teachers will follow this policy throughout.
- Children will be reminded of who they can contact within the school for help or support – this will usually be their class teacher in the first instance, or their phase leader. Google Classrooms means we can maintain contact with children and families throughout any isolation or lockdown periods and offer support as needed.
- Regular welfare phone calls will be completed by SLT and the Safeguarding Team to support vulnerable pupils and families and ensure their engagement with online learning.

On Google Meets or Zoom, teachers and children should adhere to the following expectations:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers/devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Parents should ensure children are joining the correct zoom meeting/class session and should be available to support and supervise their computer/device usage.
- Language used must be appropriate, including any family members in the background.
- School staff may record the 'meeting' via their school Zoom or Google Classrooms login, as part of our Safeguarding procedures. The recording will not be shared or viewed by anyone other than school staff.
- Details/screenshots of school zoom calls or Google Meets should not be posted on social media, and links to zoom calls or Google Meets should **never** be shared with other individuals.
- If you notice a potential safeguarding concern, please speak to a member of school staff to report it.
- Google Meets will be our preferred platform for daily lessons/interaction with classes and teacher. Zoom can be used for assemblies, meetings and storytelling sessions where links are sent directly to parents via email.

Personal Data

- For online content which requires the sharing of personal data, e.g. usernames to invite in, children must use their school-provided log in details.
- Children should be encouraged not to share personal data online and teachers will refer to E-Safety themes throughout.

Phone Calls

- When school staff make phone calls home, they will ask to speak to the parent first, so that parents understand the reason for the phone call.
- Staff members working from home will call from unknown/private numbers.

Thank you for your ongoing support during this time. These plans will develop and adapt as we become more familiar with remote learning, and further tailor our online learning provision for the pupils at SPWF.

If you have any questions or concerns about your child's learning, please speak to your child's class teacher or your phase leader in the first instance. Any queries or feedback regarding Remote Teaching and Learning can be directed to Mr Hobbs or Miss Moore. Log ins can also be provided by the school office by emailing foundationadmin@spwt.net.