Walter Infant School and Nursery
Remote Education Provision Information for Parents

This information is intended to provide clarity and transparency to parents and carers about what to expect from remote education if local or national 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?

Your child'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 parents expect from immediate remote education in the first day or two of pupils being sent home?

We will provide new resources and teaching activities each day; these will include lesson introductions, teaching methodologies, learning strategies, modelled teaching and demonstrations. There will be opportunities for interaction, either by pausing the video or joining in with the teacher. Children can also answer open and closed questions directly, expecting confirmation of the correct response in return. We will print resources for families if required, but most activities can be completed on paper (which we are happy to provide). We have sent home all passwords and log on details for Education City, Purple Mash, Phonics Play and other programmes.

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

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, sometimes we will need to make adaptations, for example art and craft lessons or outside learning, but we will do our best to provide equality of opportunity.

We will be providing a variety of resources for the children to access whilst learning remotely from home. These resources meet the government requirements to:
- Provided frequent, clear explanations of new content delivered by a teacher or through high-quality curriculum resources or videos
- Have systems for checking, at least weekly, that children are engaging in their work
- Inform parents when engagement is a concern
- Gauge how well children are progressing through the curriculum using questions and other suitable tasks to provide feedback, at least weekly, using digitally facilitated or whole-class feedback, via zoom meetings, where appropriate.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including where necessary simplifying explanations to ensure pupil's understanding.

All children will have the direct email address for their class teacher so that they can make regular contact from home with support from their families.

How long can I expect work set by the school to take my child each day?

It is expected that children in Primary Schools are provided with 3 hours of remote learning a day. Please find a suggested outline for home learning; you can of course adjust this in any way to fit around your working arrangements and shift patterns. The lessons can be shorter than the time shown but must not be longer! They can also be taught in any sequence.

Our youngest children will only need to spend 20% of their learning time directed by an adult; unless they want more adult attention. Young children learn through play and practical activities and problem solving. Jigsaws and puzzles can be challenging and enjoyable; construction equipment such as Lego, Duplo, bricks etc are wonderful for problem solving and evaluating as well as an opportunity to develop fine motor skills and hand/eye coordination. Colouring, collaging, painting, cutting and sticking can be very good fun and wonderful opportunities to develop creative skills and lots of speaking and listening. Physical activity is very important so if you have opportunities to go for walks, or out on bikes or scooters during the school day that would be brilliant. Allow some time for dancing and singing, ball games and PE (Jack Dillon will post a lesson every day).

We will not be teaching live lessons as our children are very young and we are aware that not all families can access the internet at the same time; our teachers have begun recording lessons (some of which are available already) and we will update these daily. Jack Dillon is going to produce some recorded sessions for you to access each day.

Time table for Key Stage 1

Time	Task/Activity
9:00 - 10:00	English: writing activities
10:00 - 10:30	Reading
10:30 - 11:00	Break and snack time
11:00 - 12:00	Maths
12:00 - 1:00	Lunch time
1:00 - 1:20	Practising our phonics or spellings – you can access Phonics Play, see below for access details.
1:20 - 3:00	During the afternoon the children will be experiencing a lot of different learning; PE lessons, outside play and exploring the environment. Art and craft, music, learning about the world around them including science, geography and history. We will be placing activities, resources and activities on the website

Accessing remote education: How will your child access any online remote education we are providing?

All our resources can be accessed through our school website by following this link:https://www.walter.wokingham.sch.uk/website/home_learning_packs/; there you will find resources for each year group and a list of websites that can be used by everyone. We are very excited to announce that we have included recorded lesson introductions and videos to help with the teaching and learning. These will be updated and added to regularly. The children will share the same learning intentions and complete the same activities at home as in school. This is so that all children receive equality of opportunity whether they are learning in our key worker school or from home.

We will use **Zoom** technology to enable the children at home to interact with their peers. This is an opportunity for your children to see their class teacher and class mates for an informal catch-up. We will be developing our provision to do this as we move forward.

We also have our **Walter Tube YouTube** channel; please visit or subscribe to this channel for regular updates.
https://www.youtube.com/channel/UCI0ZAfsLnjY57_SCxer41tg

Other Online Resources

You will also be able to access a range of online resources. These include:

Purple Mash

Purple Mash is an online tool that has many different resources, activities and programs. The children use this site often to do many things. It should work on most tablets and home computers.

Website: https://www.purplemash.com/sch/walter-rg41

Foundation access:	Username: f	Password: f
Year One access:	Username: y1	Password: y1
Year Two access:	Username: y2	Password: y2

Further online resources available to support learning for the children of Walter Infant School and Nursery

Phonics Play

We use an online resource called Phonics Play. Some of the content you may have to pay a subscription for; however, most of the site is free. The games that we enjoy and find the most useful are Buried Treasure, Picnic on Pluto and Dragon's Den.

Website: https://www.phonicsplay.co.uk/
Username: walter123
Password: walter123

Education City

Education City requires a unique username and password. These have been sent home and most children have stuck these into their reading records or spelling books (if you do not have a username and password, please speak to your child's class teacher?)

The children can also access the BBC Bitesize website and Oak Academy learning. We will continue to expand the list of websites on the home learning section of our website.

We have just purchased the Big Cat Collins online 'ebook' library; this will be up and running very soon. We use the Big Cat Collins books in school and these books align to our own reading programme. In the meantime, the children can access reading and phonics resources through the Phonics Play website and Education City.

# How will we safeguard your children on line?

We have created a Code of Conduct for all our families; this was sent out prior to the children registering to join the first Zoom catch-up. The parents have agreed to follow the code of conduct by allowing their child to join the meeting.
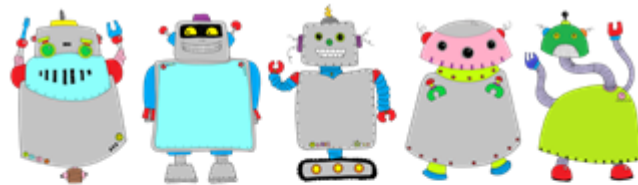
Walter Infant School and Nursery
Code of Conduct for Live Online Meetings
All pupils (and their parents or carers) of Walter Infant School and Nursery agree to follow this Code of Conduct by logging on to join in our live 'Catch Up' meetings.

- **Every member of the meeting will behave in a way that reflects our Walter Values of RESPECT, KINDNESS, HONESTY, EMPATHY AND RESILIENCE**
- **There will always be an adult nearby to offer technical support and to oversee behaviour and participation**
- **Any backgrounds that can be seen by others are appropriate**
- **All language used is polite and friendly**
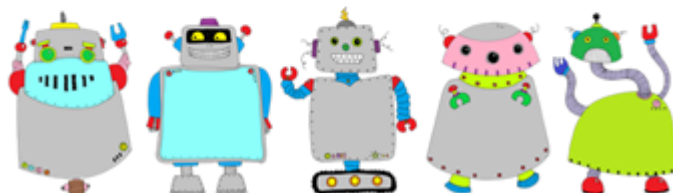
We have devised our own e-safety package for 4 to 7 year olds which will be delivered remotely and in school as a sequence of lessons using our ROBOTs to enable the children to develop an age appropriate understanding of on-line safety.

How will your child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- Weekly sequences of recorded teaching ; bespoke lessons tailor made for our children

- Walter Tube: including stories recorded by school staff with predictable texts, interactive refrains and open and closed questions

- Strategies to invite 'calling out responses' , 'pausing for thought' and confirmation of correct answers

- Demonstration Lessons to assist parents in teaching at home

- Resources and printable materials produced by our teachers to support learning, for example number tracks, number lines and phonics mats

- 'Ebooks' aligning with our Big Cats Reading Programme to access from home, as well as Oxford Owl, which is sometimes available free of charge

- Signposts to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback: What expectations should you have for your child's engagement and what support is available for parents and carers to enable learning at home?

- Teachers will monitor pupils' engagement with remote education weekly – we will contact parents directly if we are concerned by the lack of engagement of a family in remote learning

- Teachers will give digital and whole class feedback, where appropriate using **Zoom** technology (see above)

- We have modelled expectations demonstration lessons for parents to refer to for strategies to teach elements of the curriculum or to take the learning further

- We have suggested a possible time table to help to organise a school day for infant school pupils (see above)

If a family does not have digital or online access at home, how can we support them to access remote education?

We recognise that some pupils may not have suitable online access at home; we have emailed all parents and carers to ask if they need help to access the internet. We will take the following approaches to support our children to access remote education:

- We will print off resources for delivery or collection

- We will provided new tablets to the families in receipt of pupil premium funding if those families do not have access to a device to support their online learning.

- We will access funding, when available to infant schools, to purchase devices and modems

- We will deliver home learning packs to support our most vulnerable distanced learners, including pencils, crayons, scissors, glue, reading books etc. or parents can collect them from school if preferred.

How will we teach your child remotely?

We will use a combination of the following approaches:

- Weekly or fortnightly sequences of lessons, uploaded to the website on a daily basis.

- Teachers will pre-record lessons, including introductions, guided work and modelled work with exemplars.

- Every lesson will be bespoke for Walter Infant School and Nursery and tailor made to meet the needs of our children

- Children will be invited to join in; calling out answers, pausing for thought, making suggestions and listening to the correct responses.

- We will provide demonstration lessons for parents as required

- Resources and printable materials will be available either to print at home or as laminated packs to collect (or have delivered); including phonics mats, 100 squares, number lines common exception words

- 'Ebooks' aligning with our Big Cats Reading Programme to access from home, as well as Oxford Owl.

- Signposts to commercial websites and recommended websites (by the government) including Oak Academy and BBC bitesize.

Engagement and Feedback: What expectations should you have for your child's engagement and what support is available for parents and carers to enable learning at home?

- We have devised a weekly engagement chart for parents and carers to share at the end of each week with their child's teacher;

Please indicate when your child engaged in the learning each day.

Name: Class:

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
English					
Reading					
Maths					
Phonics					
P.E.					
Something else!					

Please photo and send to your child's class teacher at the end of the week during Lockdown! Thank you ☺

- Teachers have checklists to keep a record of the work returned to school, either paper or online copies (including photographs and videos).

- Teachers will contact parents directly if we are concerned by the lack of engagement of a family with remotes learning.

- Teachers will give digital and whole class feedback, where appropriate using **Zoom** technology (see above).

- We have modelled expectations and demonstrations for parents to refer to: children's work will be shared in the gallery on the website as well as in the Friday Flyer.

- Children will receive certificates and rewards, such as printable images for good pieces of work or good engagement with learning.

- Parents can follow the suggested time table to help to organise the remote learning at home.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work will consist of the above as well as:

- Digital Feedback, via email, from teachers to all children who have sent in work remotely
- Whole class feed-back during Zoom sessions
- Regular check ins for children submitting work on paper, such as aphone call from their class teacher

Additional support for pupils with particular needs: How will we work to help children who need additional support from adults at home to access remote education?

As we are an infant school, most of our children will require support initially from parents or older siblings. However, those children with additional needs will be directed to other access points of the curriculum where they will be able to find resources to meet the educational and development needs.

> - Our SEND staff will contact families directly, when necessary, to offer support and guidance, as well as sending digital resources or delivering practical resources for the children to use at home

Remote education for self-isolating pupils

During a whole school lockdown; self-isolating pupils will be able to use the remote learning resources for all children. If a child has to isolate when the rest of the children are in school there will be resources posted on the website for two weeks remote learning for each age group.

If children are poorly, there is no expectation for them to complete any work until they are well enough to do so.