

MILVERTON PRIMARY SCHOOL

PARENTAL GUIDANCE

REMOTE LEARNING



Introduction

This guidance is provided to help parents understand our school strategy for remote learning.

1 Get Log in details in one place

As our approach to remote learning includes several online tools, we would suggest a good starting point would be to put all of the login details for all the sites in one place near your computer where your child can see them easily, and spend some time together practicing logging on to the various platforms.

2 Get a daily routine agreed

We would suggest establishing a clear routine or schedule for activities, learning time, exercise, meals and free choice time are made clear and followed by the household. When this schedule is in place, praise and positive reinforcement can be attached to completing different elements of the schedule. This is often one of the most important things to develop, to maintain a happy, positive and productive household. We include a suggested timetable for parents.

3 Complete work both on and off line, stay practical and physical where possible

Although the use of technology is important to our remote learning approach, it is not healthy for children to spend extensive amounts of time using computers and tablets. Where possible, our approach will make use of online resources as a way to guide children to their activity, and advise them to take part in more practical or more traditional pencil and paper type activities set by the class teacher. Obviously, working in this way will also ask that some of these activities are completed online and on a PC, laptop or tablet. If this is going to prove difficult for the family please contact school to see if we can support in any way. Sadly, we are unable to loan out lap tops but may be able to offer some practical solutions.

4 Learning at home will help to develop responsibility, organisation and being ready to learn

We feel working in this way will rely heavily on children developing their responsibility, organisation and their readiness to learn. These skills are essential for their development as individuals and something we have begun to focus on at school for the past two years. Working more independently at home should help to develop these skills. Children will be asked to complete challenges under their own direction and with reducing support from parents. We would anticipate that children in lower year groups will need much more support in this than children in Years 3,4,5 and 6.

5 We are trying to make our approach age appropriate

We would suggest that video calls for children in reception are inappropriate and far less effective. Children here will get more from a pre recorded video or a story or a practical task to complete with parents; this was used in the previous period of national lock down and worked well for most children. We are trying some new strategies such as video calls and our new main platform called See Saw.

Obviously, we cannot expect that both teachers and children are going to be fully up to speed with all these platforms immediately and our practice will develop and evolve as we move along. Please be patient and supportive with both children and staff. We have included an introduction to each of these in the guidance below.

Thank you for your continued support and we look forward to seeing some fantastic outcomes from the children!

Microsoft Teams

This platform enables teacher to hold video conference calls with groups of children. Children will need their email log in details (...@welearn365.com) and password. Your class teacher will send these details out to you on an individual email. Please write this down, perhaps on a sticker next to the computer as this is essential for your child to be able to access the video meetings.

- This type of interaction will be most useful and appropriate for children in Year 3, Year 4, Year 5 and Year 6
- We will try some shorter sessions with children in Year 1 and Year 2
- There will be an overview / how to instruction sheet below
- There are many more features available through teams and as our practice improves these may be introduced

See Saw

This is an online platform that allows teachers to schedule and share learning tasks with their class and then allow for children to complete tasks, upload pictures or completed work for the teacher to see. It should allow teachers to link to other materials and allow children to self-access their learning. Your teacher will send the child's individual log in details home, this will be extremely important. Please keep this information in a safe place perhaps on a sticker next to or on the computer. Parents will be able to see the work children complete and teachers' feedback.

- This Platform is designed to be used by children in all year groups.
- Parents will need to support children in reception and Year 1, and some children in higher year groups.
- There will be an overview instruction sheet below.
- To access See Saw you can go through your browser or download the See Saw **Class app** to your computer or tablet.

The Milverton School APP WEDUC

The school app is not a place for remote learning; this is simply the communication tool for school. It is a way for school to contact parents, a place to see the school news, the school parents calendar, the forms and permission slips for parents to complete and a way for parents to contact the school office.

White Rose Hub Mathematics

This is the site that hosts the mathematics curriculum that the school follows. All learning content is grouped and listed in weeks and terms. The school follows this program when children are in school and aim to follow it when using remote learning. The Hub provides short learning videos to teach the maths content for the day and also provides some working documents for children to use in their activities.

- This content is for children in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
- The links for maths each day will be provided in the See Saw platform
 - or through the teachers planning documents shared with you.
- We aim to make the link between these sites simple and consistent so we have a clear structure and pattern for children to follow.

Mathletics

This is our online mathematics homework platform. Children have used this for the past few years and so those who have been at Milverton for a while should be familiar with its set up and content. Those new to the school may require some additional support. The teachers will set level appropriate maths games and practice content, this forms a part of our homework cycle. As teams become more familiar with the See Saw platform teachers will be able to set a link to the site and help identify which content needs to be completed. When children have completed the homework for that week there are additional level appropriate games that the children can play to earn points and build an avatar (a pretend character individual to them). Many of the children enjoy doing this and completing against other children in these games from around the world.

- This content is for children in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
- There is a parental instruction letter that will be sent with this guidance

Bug Club

This is a new feature in our online subscriptions. It is essentially an online library of book titles that are targeted to a children's age and level of reading. The teacher is able to set the appropriate level of books and children can choose a wide variety of titles all appropriate for their level of reading. We hope teachers will be able to link parents to this through the See Saw platform. This is an online website available through your web browser. You will be sent login details and a password, please keep these safe and next to the computer perhaps on a sticker.

- This content is mainly for children in Reception, Year 1, Year 2
- It is mainly directed at those children who will read shorter texts more often
- There will be an overview instruction sheet below.

Oak Academy

This is a national resource that has an online bank of teaching videos. Many families liked this approach as it was easy to find some age appropriate learning content that children can follow and access. The content covered is all tied to the national curriculum and advised as appropriate by the department for education but does not follow the same path as our learning at Milverton. During our initial spell of lockdown some families accessed this material and found it fit well with their needs and were able to gain a very positive learning experience.

- This content is for children in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
- Teachers may link to these resources in the see saw platform
- This content is available online and does not require any login details.
- You will need to click on Pupils / lessons
- Click on which subject you want to explore and click on the child's year group.
- <https://www.thenational.academy/>

BBC Bitesize

This is a national resource that is available to all. It is some activities, videos, games that are age appropriate and fit to the national curriculum.

- This content is for children in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
- This content is available online and does not require any login details.
- You will need to click on Primary age – then go to the appropriate Key Stage
- Click on which subject you want to explore
- <https://www.bbc.co.uk/bitesize>

Linguascope - Languages

Linguascope is an interactive Language learning platform for schools. It provides many languages for children of all ages to access. Children can learn new topics in the language of their choice through different activities and games.

- The login details for all are username: milverton, password: milver2020
- It is really easy to navigate and most children in the school are very familiar with the website.
- The best areas for infants to explore are the Elementary and Beginner parts, the Beginner part is also the best suited for year 3, 4,5 and 6.
- For the older children who want to challenge themselves they can also try the Intermediate part.

Churanga – Music

This is a world-leading music teaching and learning platform used in 62 countries. A vast library of resources, songs, instrumental courses and creative apps. Quality-assured training, support for blended and home learning, assessment, special needs education, and more

- This content is for children in Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6
- This content is available online and each child has an individual login – please keep this in a safe place!

Microsoft Teams

- No pyjamas for pupils please, dress like you would do at school.
- Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.
- Take part in the meeting in a public space in your home – not a private area such as a bedroom, or bathroom
- Teams meetings are an opportunity for children to talk with their teacher
- We kindly request that adults do not take part
- Please ensure that the meetings are not being recorded at home in any way
- During the meeting, your teacher will mute most of the microphones, and encourage children to click on the 'hands up' icon to show that they want to speak, or raise their hand in person
- All children are encouraged to attend if they are able to
- We suggest that, if possible, you practice this with them before their first meeting, to help minimize the likelihood of technical problems when the meeting begins.

Accessing Microsoft Teams

Microsoft Teams is accessible for free through your internet browser on a computer or tablet; just search for 'Microsoft Teams' in Google, or visit:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

A free app can also be downloaded for tablets or mobile phones.

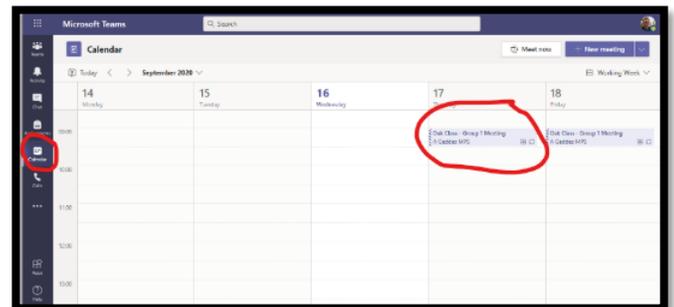
You will need the child's email address and password (their email address will be@welearn365.com)

Finding the Meeting

Once your child has signed in Microsoft Teams, by clicking on 'calendar', they should be able to view a calendar with their scheduled meetings.

Joining the Meeting

The next step is to click on the scheduled meeting, taking you to a page with the details of the meeting. Here, look for an option called 'join'.



During the Meeting

Your child's teacher will be able to mute the microphones of participants, or alternatively, as children to press their mute button themselves. This step is crucially important for a successful meeting, as without mute activated, it is very difficult for anybody to be heard effectively. If your child would like to ask a question or share work or ideas, they will be asked to use the 'hands up' feature in Microsoft Teams, which is a small icon of a hand, or alternatively, raise their own hand.

It is also important that your child is in a space away from background noise and adult conversations.

We anticipate there will be some initial teething problems, however, we also look forward to trying this exciting new way to communicate with the children.

6 Tips to help Parents and children with the See Saw Class App

1. Download the App from Google play for Android users or The App Store for apple users
2. Sign into the See Saw class account
 - To do this you will need the home learning code that will be shared by the teacher
 - This will either be sent via email or a hard copy hand out.
3. On the App you select 'I'm a Student' and then scan in the QR code with the built in scan option
 - Or simply type in the code given to access the account

Once in the account there are three main sections to use:

4. Journal

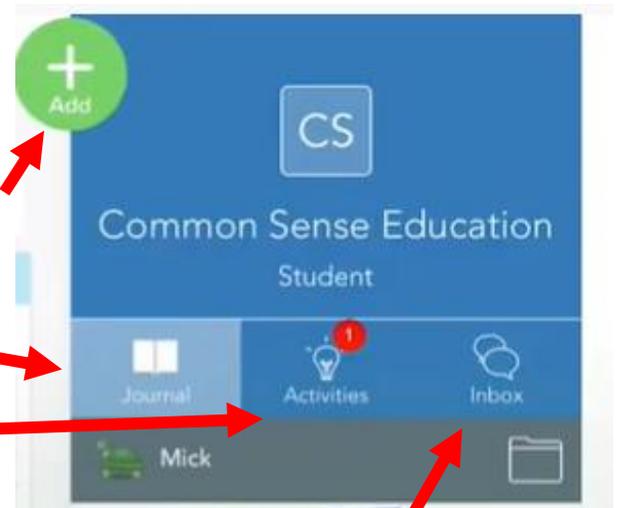
- Students can see the work that has been added for their teachers approval
- Use the green add button to see the different ways you can send work to the journal
- You can use a photo, drawing, video, notes or upload a file

5. Activities

- Here you will see the assignments the teacher has for the children to complete

6. Inbox

- This is where the teacher can send notifications and messages to the children



All this information can be found on this 1 minute video – link below

<https://www.youtube.com/watch?v=F9VJqGgTB84>

Bug Club

To further support your child's reading at home during these uncertain times, we have subscribed to an online reading scheme called 'Bug Club Independent,' where your children can access a variety of home reading books, selected for them by their class teacher.

To access the website, you will need to follow this link:

<https://www.activelearnprimary.co.uk/login>

and enter the login details for your child: (these will have been sent home by your class teacher)

Password: Milverton2020

School Code: m7j6

You will then arrive at a home page which looks like the one below:



Bug Club Logo



By clicking on 'My Stuff,' you will be taken to the books that have been allocated to your child.

The children can earn rewards by reading these books and answering the accompanying questions, which are marked on certain pages by the Bug Club logo (see above). They can access rewards through the 'My Rewards' section, where they are able to play games and collect stickers in exchange for excellent reading!

When a book (and its accompanying activities) has been completed, or has been deallocated by the teacher, it will appear in the 'My Library' section and can be revisited.

Reports will also be sent back to your child's teacher, sharing how many books have been read and how well the questions have been answered.

A link to the login in page will also be posted on See Saw.

We recognise that, just like in all areas of life in the current climate, there is a lot of new technology to get to grips with, so please feel free to contact your child's class teacher if you have any questions, or access the 'Grown Ups' section from the home page, which has some extra reading tips and advice.

Suggested Daily Family Timetable

Time	Task	Details
Before 9.00am	Morning Routine	Wash, dress, eat breakfast, make bed
9.00-9.30	Log into See Saw	Review daily tasks and set out a plan for the day
9.30-10.30	Morning exercise	Jog, bike, play outside, run, yoga, fitness circuits
10.30-11.00	Log in to teams	Video call with class teacher – time will be set and consistent for a group
11.00-12.00	Complete activities	Complete the activities set
12.00-12.30	Creative Time	Lego, drawing, crafting, music making, cooking
12.30-13.30	Lunch	
13.00-13.30	Chores time	Clean kitchen, table tops, door handles, bathrooms, garden
13.30-14.00	Quiet Time	Reading, puzzles, word searches
14.00-16.00	Academic time	School learning activities from see saw
16.00-17.00	Afternoon exercise	Jog, bike, play outside, run, yoga, fitness circuits
17.00-18.00	Dinner	
18.00-19.00	Free time	
19.00-20.00	Evening Routine	Get ready for bed, wash, brush teeth, story time
20.00-21.00	Bedtime	Praise good efforts for the day

Families may choose to adapt length of activities relative to the child's age.

If a video call with teacher is planned in, this time will change for different groups.

The timings of different elements of the day may need to be altered around family work from home commitments – think about the most independent activities and post these at times when parental support will be at its least.

Pick a routine and write it down for children to see – include a clock nearby so their day becomes predictable and they know when different elements will need to be completed.

Make sure praise is heaped on for successful completion of tasks and when time frames are remembered and adhered to. Think about some form of reward chart or incentive to work towards.

Having a 6 o'clock free time in the day will allow you to have something the child is working towards (computer games, family board games or tv time).

Be strict on achieving your goals to earn the reward!

The Government guidance is that children should be looking to complete 3 hours of school work in EYFS and Key Stage 1 and 4 hours in Key Stage 2. I consider creative time, physical activity and reading time to all count towards this time allocation. I would expect that all our provision expectations exceed this allotted time.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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 in the first day or two of pupils being sent home?

This is explained in the booklet above. In brief;

Children in the EYFS have an interactive platform where practical tasks for parents to complete with their child at home including some pre recorded videos to support learning in phonics and reading. Families can share pictures of work with their teacher who will comment and feedback.

Key Stage 1 children are invited to three video calls with their teacher over the week. On the see saw platform there are a number of practical and on-screen tasks to complete directly related to their learning in school and following our school curriculum. Children submit pictures of work for teachers to feedback on. Teachers also provide links to additional activities to complete.

Key Stage 2 children receive daily video calls with their teacher for support in completing the tasks for Maths, English and topic work. The activities and challenges are often completed away from the screen and then uploaded on teams for teachers to feedback on everyday. Teachers also provide links to additional activities to complete.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. Tasks have been adapted so they are able to be completed at home without the resources available in school.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	3 hours spread throughout the day broken down into small sessions
Key Stage 1	3 hours per day – spread throughout the day broken down into age appropriate sessions There are additional tasks set beyond this time for those would like to complete them
Key Stage 2	4 hours per day - spread throughout the day broken down into age appropriate sessions There are additional tasks set beyond this time for those would like to complete them

Accessing remote education

How will my child access any online remote education you are providing?

These are included in the document above with brief explanations for each

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

We have provided a number of families with devices to access the online provision.

We have some data cards to support families who are unable to access the online provision.

We will discuss with any family who wishes to submit work or complete work in an alternative way.

Contact Matt Fisher on head2606@welearn365.com or call 01926424043

How will my child be taught remotely?

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

live teaching (online lessons) These take the form of video calls with the teacher explaining the activities to complete independently.

Teachers available through chat function to answer questions as they arise while children are working independently.

recorded teaching video/audio recordings made by teachers and other online facilities such as our maths provision. Some families may wish to use the Oak National Academy lessons.

Activities set away from the screen practical in nature asking for photos of activities to be shared.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 ask all children to engage with the timetabled video calls and activities set on the platform

We ask all children/families in EYFS and key stage 1 to submit pictures of work completed and activities through the See Saw Platform

We ask that all children in Key Stage 2 submit work through the Teams platform

Those seeking alternative arrangements should consult first with the class teacher and then with the Head teacher.

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

Children's work submitted is reviewed by the teacher.

Parents will be informed by email if children are not completing work as they should be.

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 is as follows:

Children may receive written feedback in direct response to a piece of work completed

They may receive a sound bite verbal feedback comment

They may receive a verbal comment during the video call

Feedback may be directly from the completed activity

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?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

We will speak directly with families who may require additional support this will be offered in differing forms dependent on the need of the child.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

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

Children working at home when self-isolating will receive the work to complete in an online format.

Teachers will provide support via email or will make phone calls at least once every three days during the child's isolation period.