

Remote Learning Offer- Tudor Primary School

This document aims to give all members of the school community information on how children are supported to access the curriculum during periods of school closure.

TUDOR PRIMARY SCHOOL

Updated Spring 2021

Our Remote Offer - for children AND families

At Tudor Primary School, we are determined to provide ALL children with high quality learning provision that is highly supported and driven by the talented Tudor teaching team. This guidance will share some of the key aspects of our approach to remote learning.

Our KEY pledge is that EVERY child, whether they are in school or at home, will have high levels of access to their normal Tudor class teacher. Each teacher will set work and be able to give bespoke support and feedback to the children. As well as shared responses, children will receive regular individualised feedback about the work that they are completing. There will be opportunities for whole class discussion and interaction using appropriate media platforms and we expect the children to fully immerse themselves in what is being offered. The more your child puts in, the MORE they will get from it.

As part of our duty of care, we expect to see high levels of interaction from children and there is monitoring of responses from the children in each class. We will evaluate the level of interaction with the children in our care. Whilst there is likely to be a number of obstacles for us all to deal with we have a duty to be committed to the wellbeing of the children. Overall feedback from the parent community was fantastic in the first period of school closure and we continue to seek ways to refine and improve further.

As we all know, school is not simply about academic progress and we are very aware of the wider impact that school closures present- and this is in addition to the restricted freedoms of a national lockdown! It is natural (and very understandable!) when children have that initial sense of excitement that they can have more time with family at home and, dare I say, opportunities for staying up later in the evening. However, there is a huge amount of evidence for the impact on children's confidence and wellbeing and Tudor's commitment to your families will be as wide as we can make it. We must all try to be on the front foot as this will enable your children to fulfil the awesome potential that they all have- consistency of effort is key and a clear structure helps.

If you want to ask any questions or seek further advice, please do contact the school. As this document highlights, we also offer online support and guidance to parents as part of remote learning at Tudor.

So how will it be organised?

As the high level of interaction already evidences, the approaches that we have in place enable all of the children to get super levels of engagement. The platforms that are being used in different parts of the school are:

Nursery and Reception- Tapestry

Years 1,2,3- Seesaw

Years 4,5,6- Google Classroom

These platforms are further supplemented by the provision of high quality pre-printed materials.

Ensuring equity of access for all

The school is determined to ensure that all children can be successful in their remote learning. Whilst the school remains open for groups of children including vulnerable learners and children of key workers, the school is aware that the provision of home learning is not a situation that all families find easy to deliver. This document shares support for parents in creating a positive environment for remote learning as well as information about how we are one of the few schools nationally to work alongside a company offering a targeted training package in this.

Tudor Primary has also researched and evaluated the situation within our local community for resourcing remote learning in the home. By seeking engagement and finding out about the obstacles or opportunities that our families face, we are able adjust our provision so that potential for success is increased.

Families are able to request computing technology/ hardware as well as other resources so that the children can access the learning. We do not expect parents to invest in printers/ ink supplies as part of the remote learning offer either. In addition to organised collections/ drop offs of high quality learning resources for complete year groups, individual families are encouraged to contact the school with any additional requests.

Laptops/ tablets/ chromebooks can be requested from the school and these are provided on a loaning system. School staff are also available to support with troubleshooting in the use of the technology. Home visits (with socially distanced measures) are also offered to support the remote learning provision.

Our inclusion team and pastoral support team are also available throughout the period of remote learning. Support with SEND as well as ensuring the remote learning provision is truly inclusive for all remains a key pledge for Tudor Primary.

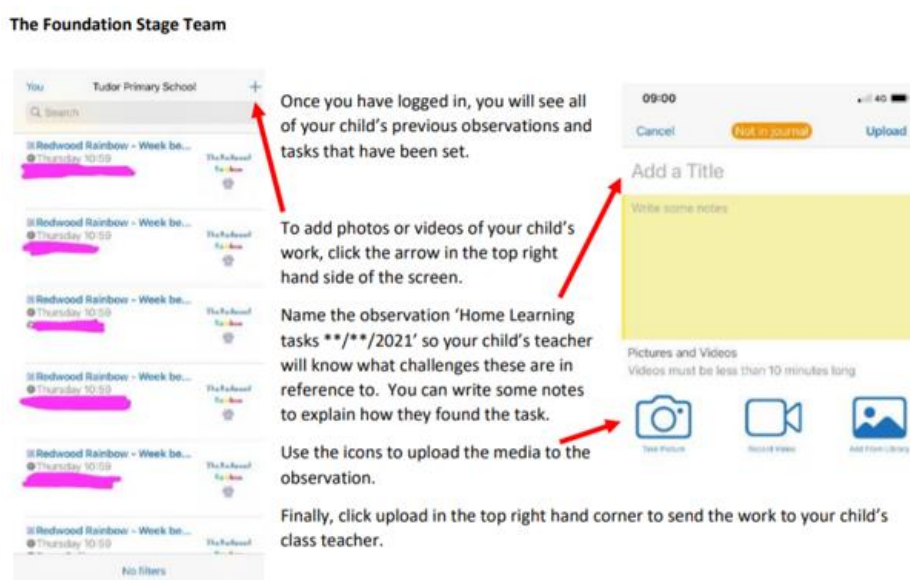
As highlighted earlier, school closures can impact upon a number of issues and our focus is not simply on the academic progress of children. During the lockdown of 2020 we facilitated the delivery of over 1000 gift and care packages to vulnerable and elderly people within the local community. Tudor Primary School remains proud of how we work collectively in this challenging period.

This document will now share how remote learning is facilitated in different areas of the school. The guidance includes approaches from teachers as well as ways that our young learners (and families) can fully engage with our remote offer.

Nursery and Reception- Tapestry

This section of the document relates to remote learning provision for children in EYFS, the children in Nursery and Reception classes.

At Tudor we use Tapestry to upload children's daily learning challenges. It is an easy to use application that allows the staff to send out videos, photos, messages and documents to support the learning and progression of the children. Parents are able to reply and send us their own videos and photos of what the children have been doing at home too. The screenshot below shows hoe the learning platform is organised:



At Tudor it is our pledge that to engage effectively with the children and their families and teachers remain available and ready to interact and ensure that you feel supported.

What you will receive

Every day there is an upload for nursery and reception children that will provide a range of exciting activities closely linked to what we provide the children at school. In Reception this includes a Literacy and Maths task, a phonics lesson, and a set of activities linked to UW and EAD.

The team are able to create bespoke learning videos that engage your children:



With each task set, there is a short input for you to follow which will explain the learning and then an activity for your child to complete. In Nursery this includes daily information/ guidance which covers Phonics, Maths, Literacy and Play and Learn activities. A screenshot of how this is presented is shown below:

Documents

Maths Tuesday voice pptx wk 2 goldlocks TUESDAY ppt Week 2 home learning EAD goldlocks Facts About Bears PowerPoint ppt

Notes

Hello everyone,

This week with your home learning it would be great to see the children sounding out their words and choosing their sounds independently. This may mean the words do not look correct but that is totally fine. At this age the expectation is that the children write phonetically. In your learning packs that you will get this week, we have included both sound mats and tricky word mats which will support the children with all of their writing. Their maybe occasions where your child doesn't know a sound because it hasn't been taught yet. When this happens you can use the mats to help identify the sounds. For example if they are looking for the sound you could say 'ch is in the word chair... have a look for the chair picture and then you will see the ch sound'.

Literacy

Each day we will upload a powerpoint for literacy. Open the presentation and put it in full screen mode. At the bottom of the page you will see a play button (you may need to hover you cursor over the bottom of the slide). Press the play button and we will deliver you a Literacy lesson for that day. At the end of the session I will explain the activity for the day. If you are accessing the video from a smart phone then you will not able to hear the voice note. Please read the text on the screen in this instance.

Maths

Each day I will upload a maths powerpoint presentation. Open the presentation and put it in full screen mode. At the bottom of the page you will see a play button (you may need to hover you cursor over the bottom of the slide). Press the play button and I will deliver you a maths lesson for that day. There were a couple of families who could not access the voice recorded powerpoints so I have uploaded a second version with no voice notes.

Phonics

Each day we will upload a video of us teaching a ten minute phonics session. The video will be uploaded on a separate observation. We will spend 3 days learning new sounds and 2 days practising how to use them when reading and writing. You can continue to use the links as extra challenges to support you with your home learning.

Recap videos: Please only select videos between 1 and 37 <https://www.youtube.com/watch?v=nqMDXWETx54&list=PLuG6z2H2KNGLy2Tckcy8Kk8u0mxGcm&index=84>

Fun phonics videos the children enjoy: Geraldine Giraffe is a fun 5 minute phonics video the children enjoy. Select a single sound like in the link below and watch the video: https://www.youtube.com/watch?v=GL_3FdaFKI

Phonics games: Select games from phase 2 and phase 3 phonics <https://www.phonicsplay.co.uk/>

https://www.google.com/search?q=phonics+bloom&rlz=CIGCEA_enGB905GB905&aq=phonics+bloom&ags=chrome.691570P5206&4&sourceid=chrome&ie=UTF-8

How we further supplement the remote learning

On top of the daily uploads, we provide many other opportunities for your child to access other P.E areas of the curriculum. We share/ send out links and videos for your child to do P.E, Music and interesting and exciting play and learn activities. There is a daily story time from one of the three teachers reading a story linked to our current topic.

Each of the three early years' teachers host a weekly zoom story time for the whole class to attend, including key worker children in school, so the children can see their best friends, teacher and teaching assistant. There will also be a Friday celebration zoom to congratulate our 'Top Tudorites' of the week! In reception, we also provide your child with 4 CGP books for additional learning opportunities, and a personalised pack which includes support materials such as a number line,

sound mat etc. and a guide of expectations for your child with regards to reading, writing and maths. In nursery we provide your child with a fine motor pack, full of interesting challenge cards, a name practise sheet, playdough and lots more goodies!


As we plan each week we consider your child's next steps, so we can continue to support their progression. We will consolidate their learning and introduce new concepts and vocabulary for them to explore. The team is able to use the learning platform to share feedback/ advice as well as interact generally:

Comments

Jodee Price Manager - 14 Jan 2021 08:57 PM

Like

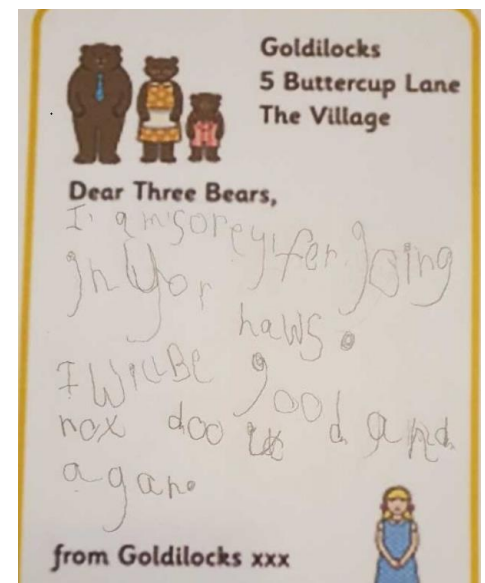
Delete

It sounds like you had a lot of fun today ! Yes, it was a fun phonics lesson, she has definitely got a taste for writing since learning from home which is great! Your maths was super, great idea to use the subitizing cards. But I especially loved your video about bears - what a great bear detective you are! I bet the cupcakes went down a treat :)

Working together

Your role at home is the key to unlocking your child's full potential. It is crucial that you have a space for learning that is quiet and organised with all of the resources your child will need to access. Start by creating a timetable with/ for your child with allows them periods to complete their work, brain breaks and time outside. Your child's class teacher will have the work ready for you to read the night before so you can get everything ready that they may need to stay focussed and enjoy their learning.

Please try to ensure that some learning takes place each day. For any children who find it more challenging to access the planned learning activities, please remember that it is the simple things like sharing a story with your child, baking, counting, writing their name, will all provide valuable learning experiences. You know your child best and whilst the tasks are there for them to complete, it is for you to judge what your child's needs are on a day by day, hour by hour basis.



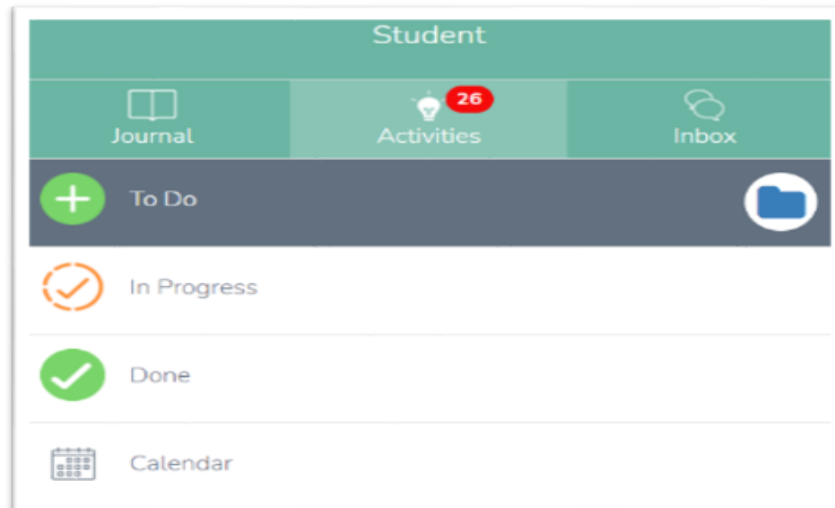
Maintaining that close contact

Our role at Tudor is to ensure that our early years children are safe, happy and enjoying their learning. We are committed to making this as easy as possible for you to deliver at home. We will be available to contact throughout each day via tapestry or from your child's class email. As previously said, your child's classteacher is available to interact with you and your family.



Year 1, Year 2, Year 3- SEESAW

For our children in Years 1, 2 and 3, Tudor Primary School uses the online learning platform of **Seesaw** to support the delivery of our curriculum. This program has been developed to be used in the classroom by children, allowing for some of the older pupils in this age bracket to be more independent. This learning platform is accessed via an app or on a web browser.

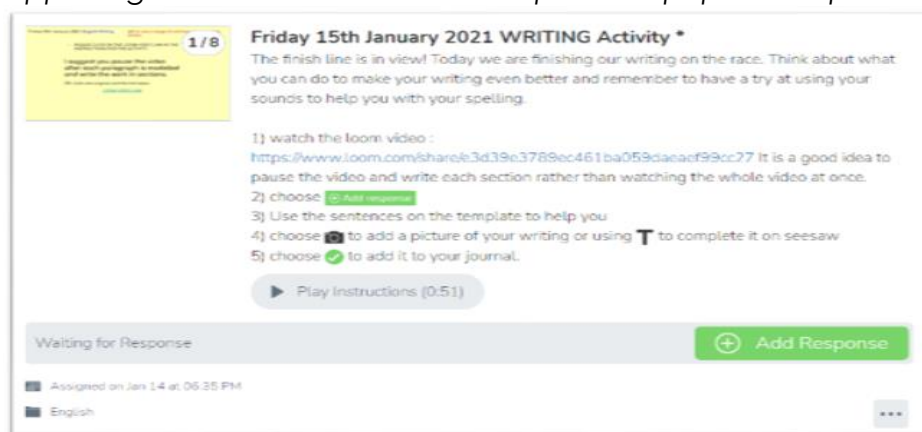


Each day, pupils access activities via the activities function in Seesaw.

These activities include differentiated mathematics, writing and reading. Each activity contains; a set of instructions (written and recorded) about how to access and respond to the task; either a pre-recorded lesson with a class teacher or recorded modelling of work and structured support on how to complete the task (this can be as questions, labelling or diagrams, sorting of words as a few examples).

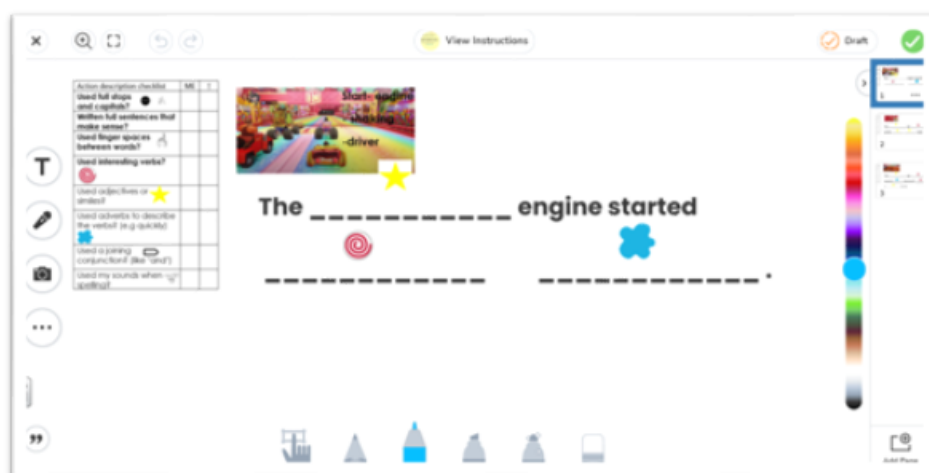
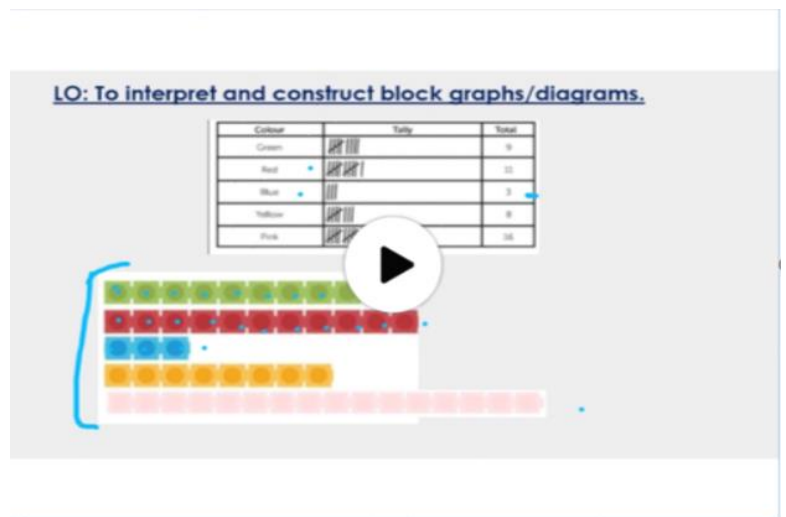
Weekly tasks that cover the rest of the curriculum are set in the same way and pupils can work through these at their own pace or as directed by the class teachers.

Below is an example of what an activity looks like. There are recorded instructions, supporting lesson materials and a template for pupils to respond on



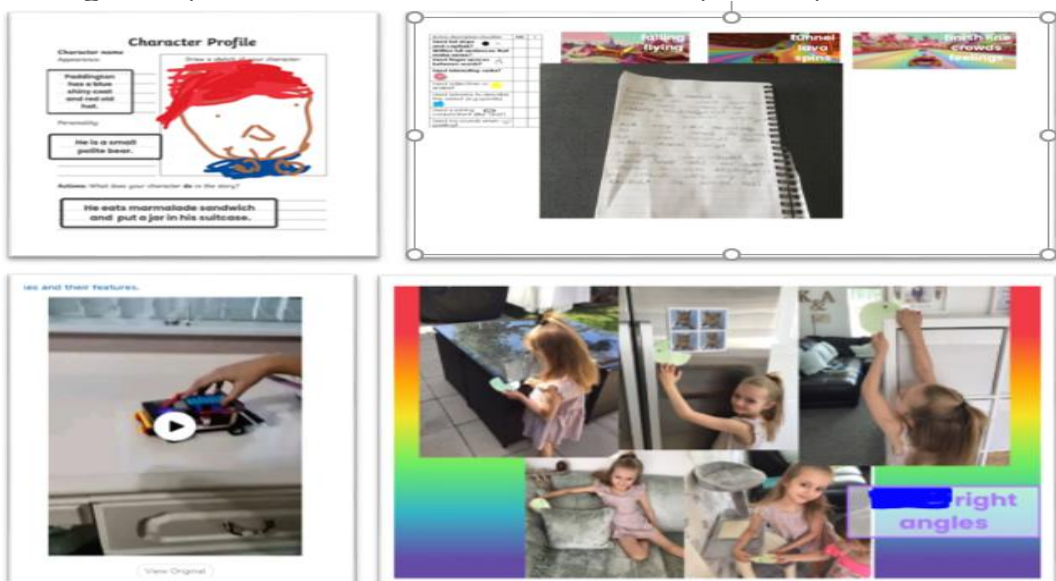
Pupils and parents can keep track of what they have completed, because once the response has been added...the activity moves from To Do to Done!

The interactive nature of the program allows different approaches to completing tasks. At times, pupils may be directed in a specific way, but ultimately all the responses could be completed on paper and uploaded as a photograph.

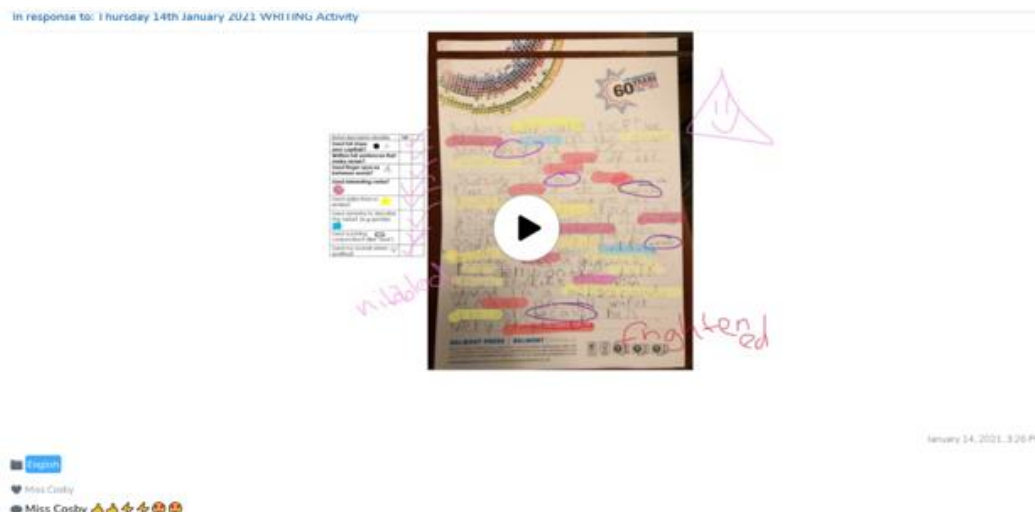


This is a more structured response, the tools on the left hand side allow for work to be photographed/ added rather than writing directly in the program.

Pupils are able to record their thinking verbally by sampling using the microphone tool, this allows understanding to be shown at a deeper level that isn't reliant on writing ability. Work can be shared in a variety of ways:



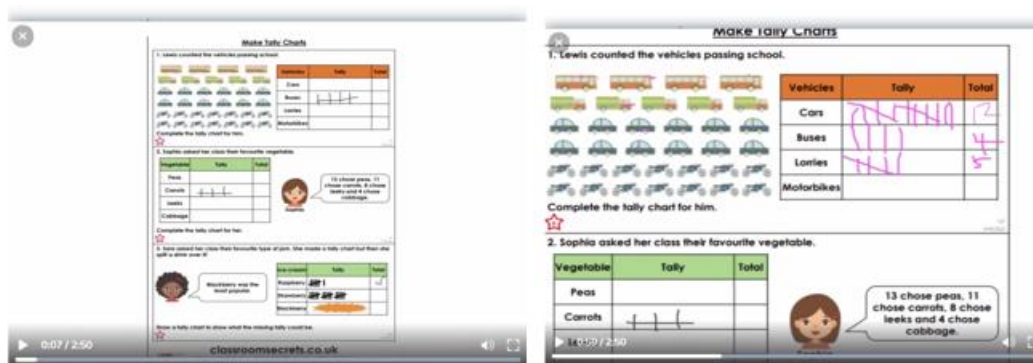
Feedback is given in a range of ways once work has been submitted.



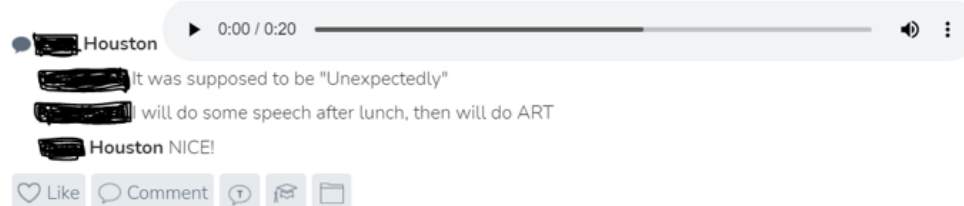
Teachers are able to leave a voice comment, a written comment as well as a using the screen-recording feature of Seesaw to leave target, bespoke feedback. This can be used to highlight successful work as well as model a concept pupils have not grasped.

It is also simple for pupils to edit their work and improve, or respond to a question using a voice comment.

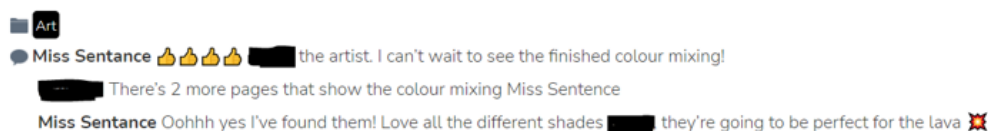
The screenshot on the left is an example of submitted work that a pupil asked for help with. The example on the right is taken from the teacher response to support the pupil using modelling recorded using the screen recording function.



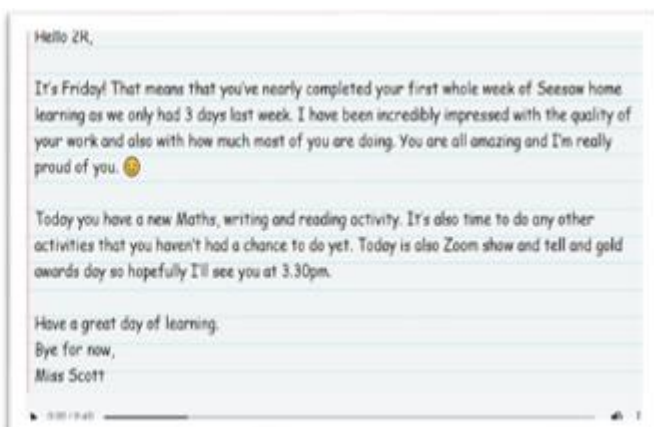
A screenshot to highlight example of a voice comment and subsequent interaction.



Another interaction, showing how pupils can be encouraged and interact with teachers.



Each day, the class teacher posts a note (written or video) to the class journal or sends a message. These help engage and prompt pupils before they start the day.



As well as using Seesaw, pupils can expect regular zoom session where they can see their class teacher as well as their classmates. Also, teachers further celebrate work using updates on the class blogs and/ or via twitter if permissions allow.

Working in partnership with parents

We recognise the vital role that parents and carers play in supporting the remote learning of the pupils and each class teacher is available to support via email or directly on Seesaw to support the academic and emotional needs of the pupils. If additional adaptations are required, teachers are able to support.

Alongside the home learning set by class teachers, Parents and Carers are also supported (via the school website) towards additional resources online such as PhonicsPlay, BBC Learning and The Oak National Academy, as well as paid applications such as EduShed and Lexia. These resources can work alongside the set curriculum and teachers are able to support parents when selecting any additional materials.

Further Tudor support on use of SeeSaw is created when required and/ or following feedback. Here are some examples of our training videos.

<https://www.loom.com/share/1b1ec7f2a9b549c99353572c652aa4a5>

<https://www.loom.com/share/3fee2891c3b04bae85f1ae7f6a31576a>

Year 4, Year 5, Year 6- Google Classroom

For the older children in Years 4, 5 and 6, Tudor Primary School uses the online learning platform of **Google Classroom** to provide remote learning provision. This system builds on the use of Seesaw (and Tapestry) as it allows the children to work with a greater level of independence and take more responsibility for their own learning. Shared via Google Classroom, there are daily Mathematics and English lessons (or “assignments” as referred to on Google Classroom), which will include pre-recorded lessons delivered by one of the class teachers as well as a range of resources and links to support and enable all children to engage with the lesson content. These assignments, and their attached resources, provide content tailored by each class teacher especially for their class, and usually allows pupils to access and submit work in a variety of different ways.

Example of an assignment on Google Classroom – see the attachments included allowing the children to present their work in a variety of ways, enabling all to access the work.

Maths 11th January Monday - Fractions, Decimals and Percentages
Andrew Munro • Jan 10

Due Jan 12

Here is this weeks first Maths Lesson - looking at equivalences between fractions, decimals and percentages. Watch the video, recap over the slides again (if needed) and then choose your task level. There is an optional extension activity too. Please make sure you check your answers before up loading.

I have included a link to BBC bitesize for extra support

- Lesson - Fractions Decimals ... Google Slides
- Write percentages as fractio... [https://www.bbc.co.uk/bitesize/...](https://www.bbc.co.uk/bitesize/)
- Questions Google Docs
- Answers.docx Word
- Fractions Decimals and Perc... Video

There are also weekly assignments provided for the rest of our Tudor curriculum. These allow children continued access to the breadth and depth of the curriculum we provide as a school, although there are some adjustments to aspects to make it suitable for remote learning. These lessons follow a similar structure to the daily mathematics and English lessons, with presentations from the teacher and a range of resources dependent on the task.

On the right is an example of the range of wider curriculum assignments set each week.

By using Google Classroom, children have the option of completing work online by using the included Google Docs applications (such as producing word processed texts or adding answers to sheets by using Google Slides) or completing work by hand. Certain tasks provided will lend themselves better to different approaches, but teachers are committed to providing the children with options and accessibility is key in their planning and delivery.

Work is expected to be completed and returned daily either via the submit and return section on Google Classroom (this also allows you to upload video and images) or via email to the class teacher.

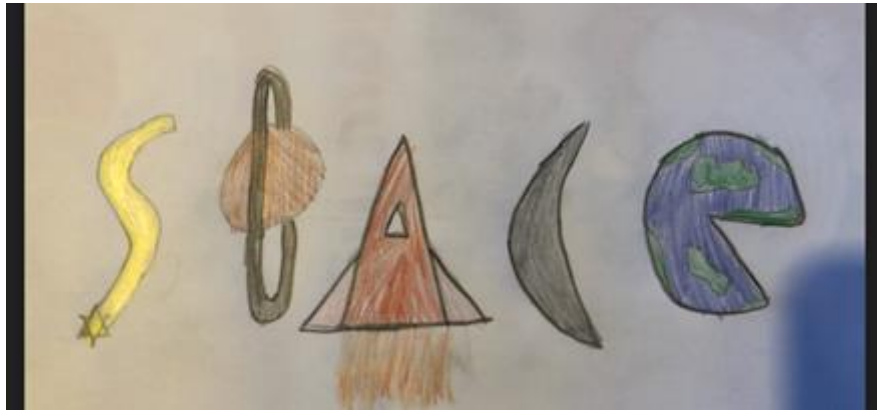
Week 2 Afternoon Tasks

- PE - Week 2 - Athletics
- PSHE - Positive Minds Week 1 1
- Spelling - Week 2 1
- French Week 2 - Shopping conversations
- Science Week 2 Day and Night
- Music Week 2
- Topic - Week 2 - Space Race
- Week 2 - Art

Early years

Chris Hadfield was born on August 29 1959 in Samia, Canada. Although raised on a rural farm, he was a fanatical sportsman, by his mid-teens was an accomplished skier but flying was his true passion and he had already begun to dream of being an astronaut. The burning fire that made me want to pursue this for my whole life was absolutely turned on by watching the race to the Moon, eventually seeing Neil Armstrong and Buzz Aldrin walk on its surface, said Hadfield, who followed the exploits of the early US and Soviet space pioneers. At 19, he joined the Canadian Armed Forces, training as a fighter pilot, spending two years at Military College in Victoria, British Columbia. He then followed that up with two years at Royal Military College

Example of a child editing a Google Doc to highlight key features of a text type



Uploaded image of creative work.

High Quality Engagement

Each Google Classroom also has a 'Stream' where important announcements and additional comments and activities from members of staff are added. Similar to a social media style 'wall', this feature helps it to function in a similar way to a real classroom and appropriate behaviour standards are managed by the Tudor staff. Children are reminded of our Google Classroom Agreement and of how to interact online in a safe, responsible and respectful way.

Every child can expect high quality interactions with their class teacher. These take place in many different forms and will include: interactions based upon the work on Google Classroom (this could be responses to questions, supportive comments and feedback about the work completed); email communication in a similar manner when appropriate, as well as regular video conferences to



Danni Cohen
Jan 12 (Edited 6:46 PM)

Good Morning 6Z!

I am going to send you all your SPAG.com login details in a private comment on your assignment.

Thanks

Miss Cohen :)



Andrew Munro
Jan 11

Hi

Some of you have had a few questions on how to use Google Classroom. I have created a short video answers some of those questions.

If you have any more or would like me to show you again how to do something please ask here.

Hope this helps :)




How To Google Classroom...
Video



allow children to interact with their peers and their class teacher (focuses for these sessions will vary).


As well as this work and interaction via Google Classroom, there are additional links and activities highlighted on the Tudor School website and communication to parents. These include use of other applications like Spelling Shed and Lexia, as well as additional resources provided by The Oak National Academy and other academic websites. All this is also supplemented by the provision of high quality printed resources when deemed appropriate. Parents and Carers are encouraged to supervise and ensure engagement in activities provided, as well as communicating with teachers to ensure the school community is working together to enable all children to access the curriculum we provide.

Private comments


 Alex Crowder
Jan 14, 1:07 PM
What a detailed plan! I am really looking forward to your full write-up. Use a colon (:) after the real question is.



Private comments


 Danni Cohen
Jan 12, 5:37 PM
Brilliant work  I particularly like that you started your paragraph with a question to hook the reader in. Well done :)

 Andrew Munro
Jan 13, 4:35 PM
Well done for noticing your mistake - do you need any help with the cancelling?
How did you do with this weeks work?

3 private comments

 Andrew Munro Jan 12
This does not read as a cohesive paragraph. It reads like you are answering the 5w's (so you do have the correct information to include).
I think you need to redraft this. I'd open the with a question (e.g. Have you ever wanted to go into space?) then present this information in sentences that link together (some compound and complex sentences would be good)

  Jan 12
I have done it again

 Andrew Munro Jan 12
A great improvement - well done and thank you :)

For ALL year groups...

We share training additional videos (for groups/ individuals) via programs that are easy to access.

We are confident that the platforms are the correct choices depending on the ages of the children. Like last time, we have used our understanding of the school community for what forms of technology would be more accessible and how parents would want work to be shared with their children.

Furthermore, not all homes have access to printers- the ink costs can also be extortionate! This is why **we will continue with our commitment to provide high quality pre-printed materials to supplement the online offer.**

We really do want to remove those aforementioned obstacles that you could face. In many ways, consider ANY way that you think we can help your child succeed in this period of home learning and we promise to consider any 'deliverable' solution.

If we can make a difference, we promise to give it a go!



HOME SCHOOLING &
PARENT SUPPORT
ONLINE COURSE

*"So many helpful
pieces of advice in
one place. It's really
made my home-
learning so much
easier."*

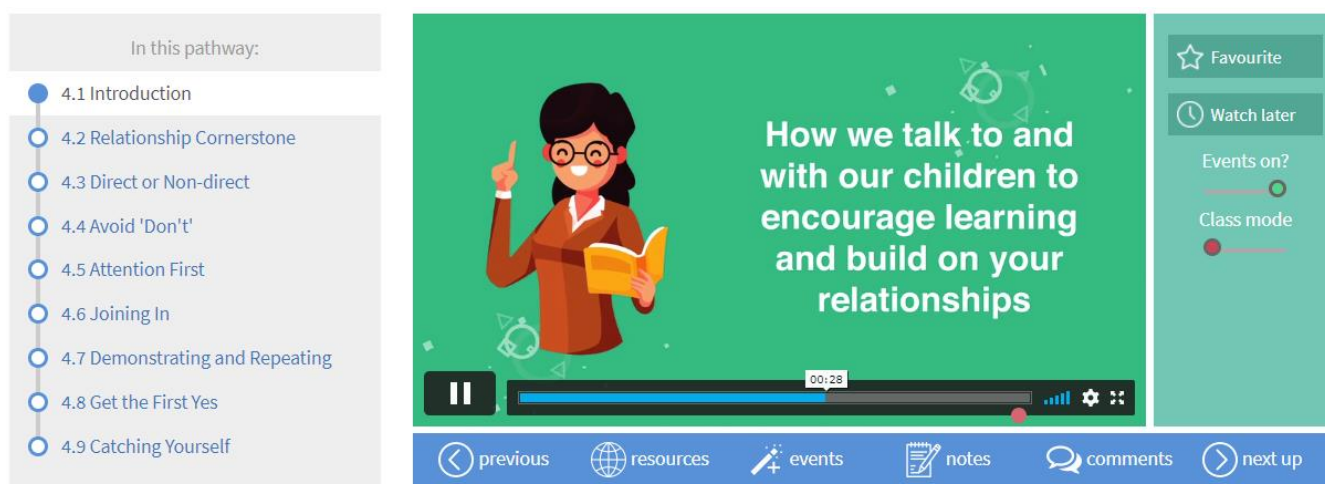
Supporting parents with remote learning.

Following feedback from the school community during the last lockdown (as well as using our own experience!), **we are very aware of the additional pressures that parents and carers are under during times of school closure.** There is also a lot of evidence that the colder, wintery period is more challenging due to the fact that gardens/ open spaces are not as accessible- the impact on our wellbeing can be extreme. It is not an exaggeration to say that teaching one child (or more) of your own at home feels more difficult than teaching 30 (unrelated!) children in a classroom.

To provide additional support and advice to parents and carers in the delivery of home learning, we are proud to be one of the first schools nationally to offer free, high quality materials that parents can access in the form of guided online learning.

Alongside a high quality provider <https://www.guideeducation.co.uk/> families can access the support materials using the free resources option.. Tudor remains in close contact with the course designer to ensure the content can make a difference. The super content is very easy to access and use- to complete it in full only takes a couple of hours in total. Family members can dip in and out of different sections.

Access the content using your computer, tablet or phone:



Such additional (online) offers of support do not (in any way!) replace our personal commitment to the parent community.

From class emails, ease of contact with the office team, our dedicated pastoral team, home deliveries, phone calls and more, #TeamTudor continues to be highly accessible to our community.

