



**DENHAM GREEN**  
E-ACT PRIMARY ACADEMY



# Virtual School Booklet:

Staff, parents and pupils - a guide to Denham  
Green E-Act Primary 'Virtual' Academy

Dear Parents/Carers

Let me start by again thanking you so much for all of your support with the Academy, and for all of the hard work you are doing balancing your own work/job, home and well-being, as well as also supporting your children's well-being and academic work. As previously mentioned, we won't be setting any formal work over Easter.

It is looking increasingly likely that the 'lockdown' will be continuing into the Summer Term. Therefore, we feel it is important to use the next 2 weeks to rest and re-cooperate, ready for a fresh start to the new term.

From next term, we are going to try to make the virtual school day more formalised: each week, we are asked to report to E-ACT percentages of pupils – for each class – that are completing their work online, via lessons set, as well as the online platforms such as Doodle, Hegarty Maths, Read Theory and TT Rock Stars. Therefore you may find that the teachers are sending dojo messages more frequently once Summer Term begins, as they will be checking the online usage daily.

We are aware that parents and families are under increasing pressure, however, with the uncertainty of when the children will be back in school, we feel it is important to offer a more formal timetable to try to mitigate against the children falling behind, or falling out of the routine of doing their work daily; without this, once the children do come back, it will be even more difficult to get them back into routine. Therefore we really are relying on you to support us as best you can. We completely understand that there may be issues around sharing devices etc. and will reiterate that you do as much as you can; we would rather set too much than not enough! Similarly, if you have siblings sharing devices then please feel free to manipulate the daily timetable to suit your needs.

Below is a timetable for the virtual school, to begin the week of April 20<sup>th</sup>; the subjects will be explained underneath (Year 5 parents, please refer to the paragraph at the end of this letter):

|           | Reception   | KS1 (Y1-2)   | LKS2 (Y3-4)   | UKS2 (Y5-Y6)  |
|-----------|---|--|---|---|
| Morning   | <b>9-9.30 PE:</b> Joe Wicks<br><b>9.45-10.10 Maths:</b><br>White Rose Lesson<br>(record in books –<br>evidence in portfolio)<br><b>10.10 -10.30: Phonics</b><br>PowerPoint Lesson<br>(record in books –<br>evidence in portfolio)<br><b>11.00-11.30 English:</b><br>Read Theory<br>comprehension, or<br>writing, or a grammar<br>activity.<br><b>11.50-12.00: Numbots</b> | <b>9-9.30 PE:</b> Joe Wicks<br><b>9.45-10.10 Maths:</b><br>White Rose Lesson<br>(record in books –<br>evidence in portfolio)<br><b>10.10 -10.30: Phonics</b><br>PowerPoint Lesson<br>(record in books –<br>evidence in portfolio)<br><b>11.00-11.45 English:</b><br>Read Theory<br>comprehension, or<br>writing, or a grammar<br>activity.<br><b>11.50-12.00: TT rocks<br/>stars / Numbots</b> | <b>9-9.30 PE:</b> Joe Wicks<br><b>9.45-10.30 Maths:</b><br>White Rose Lesson<br>(record in books –<br>evidence in portfolio)<br><b>11.00-11.45 English:</b><br>Read Theory<br>comprehension, or<br>writing, or a grammar<br>activity.<br><b>11.50-12.00: TT rocks<br/>stars / Numbots</b> | <b>9-9.30 PE:</b> Joe Wicks<br><b>9.45-10.30 Maths:</b> Y6<br>White Rose Lesson<br>(record in books –<br>evidence in portfolio)<br>Y5 Maths Lesson<br><b>11.00-11.45 English:</b><br>Read Theory<br>comprehension, or<br>writing, or a grammar<br>activity.<br><b>11.50-12.00: TT rocks<br/>stars / Numbots</b><br><i>NB: Year 5 to follow the<br/>'Year 5 strategy' at<br/>bottom of letter.</i> |
| Afternoon | <b>1-1.45 Topic:</b> Project<br><br><b>2.00-3.00 Well-Being</b>   | <b>1-2.00 Topic:</b> Project<br><br><b>2.00-3.00 Well-Being</b>  | <b>1-2.00 Topic:</b><br>Geography/History<br>online learning via<br>Seneca x 2 weekly /<br>Topic project x 2 weekly<br><b>2.00-3.00 Well-Being</b>  | <b>1-2.00 Topic:</b><br>Geography/History<br>online learning via<br>Seneca x 2 weekly /<br>Topic project x 2 weekly<br><b>2.00-3.00 Well-Being</b>  |
| Homework  | Daily Reading on Oxford Owls/books from home  | Doodle Maths 3 x weekly<br>Doodle English 3 x weekly   | Doodle Maths 3 x weekly<br>Doodle English 3 x weekly  | Hegarty Maths 1 x weekly<br>Doodle Maths 2 x weekly (Year 5)<br>Doodle English 2 x weekly (Year 5)  |

**PE:** Joe Wicks is doing his daily PE lessons throughout the lockdown period via his YouTube channel. Feedback on this has been really positive; and exercise is a great way to start the day and have the children alert and ready to learn!

**Maths:** Following the Mastery approach to teaching (Fluency 'Do It' – Reasoning 'Twist It' – Problem-Solving 'Solve It') that the Academy uses, there will be a daily lesson via a scheme we use called White rose for Years 1-6. Each lesson has an initial video with a teacher modelling the learning, followed by the activities for the children. You may also find that the class teacher will occasionally add a video in dojo class story of them modelling the teaching too. The children complete the work in their exercise books, and where possible please upload a picture of this to the class dojo portfolio.

**English:** Your class teacher will send you login detail for our online reading comprehension 'Read Theory' programme we use in the next two weeks, ready for the summer Term. Teachers will set this twice a week. On the other days, it may be a piece of writing, or a grammar, punctuation or spelling (GPS) exercise to complete. For the writing and the GPS (as with the maths), please upload a picture via class dojo into portfolio.

**TT Rock Stars:** By now you should all have your TT rock stars log-ins (if not, dojo your class teacher!) and be up and running. The teachers have set the tables according to the groups in their class. Try and spend 5-10 minutes a day working on this to improve your rapid recall of multiplication facts.

**Numbots:** a dojo message was sent to parents on this; it's a sister site to TT rock stars – which uses the same login details – which again is around rapid recall for mental maths. Like TT, 5-10 minutes daily practise is ideal; alternate days between TT and Numbots to make it easier!

**Topic:** This is for KS2 (years 3-6 only). On the website, you will find a power-point called 'Topic User Guide'. For each class in KS2, we have managed to secure one geography and one history topic for the summer Term (Y5-6 you have 1 geography and 2 history!) through an online provider called Seneca learning (details of how to login will be in the User Guide). These topics are fantastic, and also tie in with what some classes will have learnt about in earlier terms. Each topic is completely online: once you are set up, there are around 10-12 activities to complete for each one. Each lasts approximately 10-15 minutes, and will consist of 3-4 small slides with pictures as well as information, and then a few questions based on what the children have seen/read. The user guide will talk through this in more detail, but we are really excited about these; a few of the teachers have tried them and were hooked! Once the children become more familiar with how to navigate this, they will be able to access the work completely independently. Teachers will be able to access the site directly to see what work has been completed, so nothing needs to go on dojo for this.

**Project:** Each class teacher will send to their class a half-termly project to complete, based around a specific topic. They will also send an overview sheet of suggested tasks and activities which you could include (this is not an exhaustive list; you may wish to choose some elements and not others, or do other things within the topic – we are not expecting you to do every activity suggested!). This can all be completed in the back of exercise books, and we are expecting the children to research the topic themselves and complete the work as independently as possible (we appreciate this might not be easy for our younger children so please use your discretion!). Again, please upload completed work to class dojo once a week.

**Well-Being:** This is such an important – yet sometimes overlooked- part of the day (for parents as much as children). You might want to do some colouring, some yoga exercises, play a game, go for a walk, play in the garden, make something, bake something, etc. Please don't overlook this; and the teachers love hearing about these too so please message them with the things you're doing – sometimes we will share these with other people to give them more ideas of activities they can do too!

**Doodle:** All of the children in Year 1-5 have login details for doodle Maths and English. These will continue as our homework for these classes; try to complete this 3 times a week for each subject (should be 5-10 mins per activity)

**Hegarty:** For Years 5 and 6, Hegarty Maths is an online task, where the teachers will set a specific task to complete. Each lesson has a short 'teaching' video, followed by a short quiz of questions for the children to complete. This will be set by the teachers on a Friday, to be completed by the following Thursday, and the teachers will be checking the complete work during the week. This is new for Year 5, and Mrs Lennox will send you details on how to login.

As mentioned earlier, each teacher will be asked on a Thursday night to submit percentages for work completed on each of the above, so they will be messaging during the week and checking up on the uptake. They will also be continuing to set the work each day (via the website but also on class dojo) and checking each class portfolio daily for work submitted for the previous day, and will give feedback directly on any work uploaded, as well as uploading some teaching videos in the 'story' section of your class dojo page. They will also be available during the work-day to respond to any questions or queries via dojo, as well as performing 'welfare checks' to check in once in a while on how everything is going. Please don't be put off or guarded if the teachers ask you lots of questions on these calls – or even ask to speak to the children – as it is something we have to do to ensure the welfare of each child in the Academy.

We appreciate that this sounds like a lot to do, however we strongly feel that we have to still continue to set high expectations for work through the Virtual School just as we would in the Academy, and are counting on your support as much as you can. Therefore we really are relying on you to engage as positively as you can: to encourage the children to complete their work daily; to take pictures of their work and upload to the portfolios; to support as best you can. And please keep in contact via class dojo to let us know if we can support you in any way.

Regards



Mr C Nocera

### **Notice – Year 5 Parents on the 'Year 5 Strategy'**

As an Academy Trust, E-ACT have drafted a 'Year 5 Strategy' for their academies, to ensure the pupils currently in Year 5 start Year 6 on the strongest possible footing. This is an approach they take each year with Year 6, however with the current climate and uncertainty around when schools will be back, they want this to begin for Year 5 for when we start back after Easter with the Virtual School. The intention is that anything we set now, and the more learning our children access, the higher the baseline will be for them starting Y6 in September.

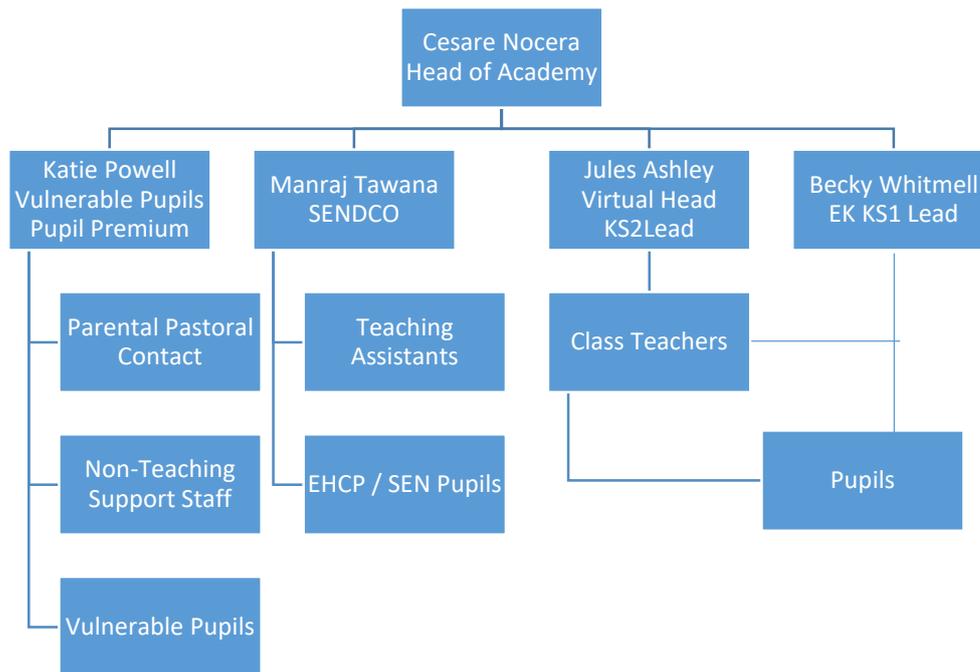
An important message about virtual learning to remember is that we should **not** be covering new material so with this in mind, we have written this strategy honing in on the basics of upper key stage two. This plan makes sure the children have a strong understanding of the basics and so has been created to make sure our students can hit the ground running in September.

What this means is a slightly more rigid approach to English and Maths in the mornings, and you may need to arrange your virtual school timetable around your own family circumstances:

- There will be 40-minute maths lesson to complete, focusing on one key skill per week from upper Key Stage 2
- There will be a 40-minute daily reading lesson, which may well have an accompanying video, which will use one text to focus on a different reading skill each day.
- There will be a 40-minute English lesson; 4 days of the week will have a focus on grammar, punctuation and spelling, and this will culminate in a writing task on the Friday, using the skills learnt in the week.
- Afternoons / homework are as mentioned in the timetable already.

# Denham Green E-ACT Primary Academy – Virtual School

## Line Management Structure



## Home Learning Expectations: Teachers

- Checking class dojo portfolios daily for work from the previous day and commenting to parents directly on the work (not marking, but commenting / rewarding etc.)
- Setting work daily following the daily timetable
- Posting a daily video for teaching/modelling
- Checking the work completed for online platforms (TT/Numbots/Hegarty/Doodle/ReadTheory every few days and challenging/pushing/supporting to ensure higher usage)
- Check class dojo messages during the day, and communicate with parents via this
- Welfare checks using the script
- Weekly TEAMS meetings
- Updates on CPD (Educare)
- Timetabled time in school on rota
- Setting and checking homework
- Uploading weekly completion figures via Virtual School tracker (Thursday evening)
- Subject leadership if appropriate (e.g. Humanities for new curriculum; reading lessons for September)

## Home Learning Expectations: Parents

- Support pupils in accessing online platforms, as much as possible
- Encouraging and supporting pupils in successfully fulfilling the Virtual School timetable, as much as possible
- Upload evidence of work via class dojo portfolio
- Engage with any welfare calls from teaching or pastoral staff
- Ask teachers for support via the class dojo messages were needed
- Check Academy website regularly for key updates

## Home Learning Expectations: Pupils

- Complete daily tasks, keeping to class timetable as much as possible
- Record work in book (where not working directly online)
- Upload evidence of completed work – via parents – onto the class dojo portfolio
- Complete homework weekly

## Pastoral Support

- Welfare officer in regular communication with vulnerable parents to offer support as necessary
- Line Managers in regular contact with colleagues, especially anyone deemed vulnerable

## Vulnerable Pupils / Pupil Premium/SEND Pupils

- Vulnerable pupil tracker established, with daily / twice-weekly / weekly welfare calls
- Government scheme established, with vouchers going directly to parents in receipt of FSM
- Teachers to notify line manager/s of any new welfare concerns
- Local Food Bank supporting key vulnerable families as additional resource
- SENDCO in regular communication with parents of SEND pupils
- Risk Assessments completed for EHCP pupils working from home

## Safeguarding

- On-going CIN/CP meetings still happening via online communication
- Teachers recording welfare checks on CPOMS
- Any new concerns recorded via CPOMS and actioned by DSL's as appropriate
- Online safety guidelines (via CEOP) communicated to parents via website updates, including:

<https://www.childline.org.uk/info-advice/> link to childline to report any concerns or if needing any support

[https://www.internetmatters.org/?gclid=EAlaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAAYASAAEgIJ5vD\\_BwE](https://www.internetmatters.org/?gclid=EAlaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAAYASAAEgIJ5vD_BwE) link to website run by 'internet matters' with guidance for helping parents to keep their children safe online

<https://www.lgfl.net/online-safety/default.aspx> link to London grid for learning, with guidance on online safety

<https://www.net-aware.org.uk/> link to online safety advice around social networking, apps and games

<https://parentinfo.org/> link to parent info (through CEOP) around help and advice for families in the digital world

<https://www.thinkuknow.co.uk/> link to thinkuknow (CEOP) which caters for keeping children safe both online and off

<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-parents-helpsheet-primary.pdf> link to parent helpsheet for parents of primary-aged pupils for staying safe online

<https://www.thinkuknow.co.uk/parents/Get-help/Reporting-an-incident/> link to report any online concerns directly via the thinkuknow website to CEOP

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers> link to UK safer internet advice centre for parents and carers around online safety

## **Safeguarding Guidance for Online Teaching**

- All staff shall familiarise themselves with key academy policies – Code of Conduct, Child Protection and Safeguarding policy, Behaviour and Anti-bullying policy, Online Safety policy.
- Staff should only communicate with pupils and parents using official academy systems or platforms authorised by the Headteacher. Any such communication will be professional in tone and manner.
- Staff should avoid using personal devices and should only use academy provided equipment unless preapproved by the Headteacher.
- No one-to-one online tuition should take place.
- Ensure that the session is being delivered from an appropriate location and nothing inappropriate/unprofessional can be seen or heard. Staff are to set out the same rules for the pupils about location at the start of each session.
- Pupils will be reminded of the acceptable user agreement and academy behaviour expectations. Academy acceptable user agreement will be re-shared with parents/carers and pupils.
- 'Classroom standard' of behaviour is always expected from all participants, pupils and staff. Ground rules will be set out and safe spaces created, these will be explained as the introduction to each session.
- Staff will make clear that it is not acceptable for events to be recorded or captured in any way by any participant.
- Pupils should always have their cameras switched off; this message will be reiterated at the start of each session.
- Any direct student contact, either visual or audio, should always be supervised by the member of staff.
- All staff will adhere to the home learning daily checking guidance. Staff will log the conference timing and who participated, along with any issues that arose during the session.
- Online teaching will be quality assured by the appropriate line manager to ensure all safeguarding procedures are being following.