



**Remote Education Information
For
Parents and Carers**

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and 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?

In the first instance, pupils may be given a learning pack in line with the class curriculum, which they are to complete independently. From day two of self-isolation at home, pupils will access the remote learning using Seesaw (Y2 to Y6) or Class Dojo (EYFS and Y1).

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 may need to make some adaptations in some subjects, where there is a high level of practical work involved. For example, with design and technology, art and music some changes have been made due to an awareness that some families may not have a full range of suitable materials at home. The teaching teams have set challenges where consideration has been given towards the use of materials more likely to be found in homes e.g. making dens using blankets, quilts, sheets etc; shadow puppet theatres made from recycled materials.

In these and other cases, video demonstrations, linked to the curriculum, available on platforms such as YouTube, BBC Schools or The Oak Academy will be used as a support for practical work.

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:

Key Stage 1	3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
Key Stage 2	4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

Each year group has published a timetable, which, as well as the national curriculum subjects, includes mindfulness and reading for pleasure every day. We recommend that your child accesses the learning in small chunks ensuring they have suitable breaks away from any screen or online games. As online learning progresses, we may introduce no-screen and 'pen down' days where we will set challenges or project-based work that can be completed together as a family.

Accessing remote education

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

Seesaw is used in Y2 and KS2.

Class Dojo is used in Y1 and EYFS.

We also use the following platforms to supplement the learning:

- Education City- all subjects;
- Mathletics – maths;
- Purple Mash- all subjects;
- Myon – reading;
- Phonics Bug – reading;
- Reading Plus.

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 conducted a survey during parent consultation sessions in December where we asked about online access and devices. This information was used to:

- allocate devices (DfE and other recommissioned ones) to families where their access was using a phone or where there were no devices. The devices remain the property of Wingrove Primary School and are out on loan during the period of lockdown or self-isolation.

The school has also requested Wifi routers from DfE, along with a request for more devices in order to respond to increased demand.

The school has also placed an order for more devices, using in part, a generous donation from a member of the public, along with additional funds from the school's budget

The school can also provide access to Wifi using BT hot spots, extension of data on mobile phones and data loaded SIM cards from Vodaphone

Staff teams (pastoral and safeguarding) and teaching teams are speaking to families on a weekly basis which enables the school to continue to have the most up to date intelligence access to remote learning.

In extreme circumstances, the school may deem it more appropriate for pupils to access the learning through printed materials, although access to online learning will always be the preference. The small number of hard copies of learning packs will be delivered and collected by members of the pastoral or teaching teams.

How will my child be taught remotely?

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

In this section, you will find the range of approaches we use to teach pupils remotely.

Our remote teaching approaches are as follows:

- video/audio lesson recordings made by the teaching team;
- recorded lessons provided by Oak National Academy;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC schools;
- long-term project work and/or internet research activities;
- printed paper packs (in a limited number of cases only).

Online learning is being developed to include some live lessons using TEAMS. This is in its infancy. Weekly Class Chat sessions take place using ZOOM.

We ensure that the principles and characteristics of good quality teaching are maintained in all our online lessons:

- ensuring pupils receive clear explanations;
- supporting growth in confidence with new learning through scaffolded and modeled practice;
- applying new knowledge or skills;
- providing feedback to pupils on how to progress.

Our lessons are well planned and sequenced so that knowledge and skills are built up incrementally. There will be a suitable level of support and challenge for the academic range of the children in our school.

We will embed high quality resources to accompany and support the learning. These will include PowerPoint, worksheets, audio, video etc.

PE

Our PE team have provided lessons for all year groups via YouTube, which the children have been directed to use.

We have also suggested that children access Joe Wicks, each morning, before they begin their work or at some point during the day.

Mindfulness

Our PHSCE manager has produced a series of recorded videos and activities to help the children manage and recognise their emotions.

Bespoke learning and support materials have also been provided by our partners eg Educational Psychology Service, Speech and Language Service, Kalmer Counselling, Zone West Link Worker Team.

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?

Pupils must complete any work set by the deadlines given.

Parents and carers will support their child's learning by ensuring the child completes the tasks set by the teaching teams.

Ensure daily routines are set up especially with regard to expectations around what time children go to bed and get up. As far as possible stick to the routines you have during normal school time e.g. up and ready to work by 9.00am and in bed at an appropriate time to enable the child to feel suitably rested and ready for learning.

Check regularly, the guidance from the teachers, on the best way to support your child at home.

Ensure your child and the whole family) does some form of physical activity every day, preferably, outside.

Ensure you alert the school with any concerns you have.

Ensure you respond to school's attempts to contact you via phone calls and home visits.

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

The teaching teams will check pupil engagement on a daily basis. If the teacher feels there is an issue with lack of engagement, they will contact the parents and carers immediately.

If the initial contact is not successful, or the engagement does not improve, then the issue will be passed to the head teacher and deputy head teacher who will then contact the families, on weekly basis, via phone call or home visit.

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:

The teachers will carry out feedback and assessment on a regular basis and in a variety of ways:

- written and verbal feedback on the learning platforms
- regular phone contact with parents, carers and pupils
- curriculum 'quizzes'
- written responses
- class ZOOM/TEAMS meetings

The sequence of lessons the children are accessing, have opportunities built in for revision, revisiting and recap of previous learning.

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:

Our teaching teams are producing bespoke learning for the children with SEND. The inclusion manager is contacting the families of these children on a regular basis. Outside agencies such as Speech and Language teams, Educational Psychologists and counsellors are providing support, bespoke learning and assessment where appropriate. Our remote education provision for EYFS and Y1 is the same as the rest of the school. These year groups use Class Dojo as the learning platform.

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?

The expectations and approaches to remote learning will be the same for those pupils who are self-isolating. See page two for further details.