Willenhall Community Primary School

Remote Education Information for Parents

The purpose of this document is to share relevant information with pupils and parents or carers about how Willenhall Community Primary School will provide remote education for its pupils during lockdown. The information is to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

Owner:	Head Teacher	Published date:	25.01.2021
Approved by Headteacher:	Lorraine Knowles	Date:	25.01.2021
Approved by Chair of Governors:	n/a	Date:	n/a
Date to be reviewed:			

Contents

1.   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.

2.   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.

2.1.   What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Early Years provide a resource pack of information and activities which is emailed out to Nursery and Reception parents. Hard copies of the packs are available for collection from school. School is aware of the small number of families that do not have access to email. Families will be expected to provide feedback via the class emails.

A bank of KS1 and KS2 stand-alone lessons are prepared and ready to upload to the learning platform, Google Classroom. These lessons cover the core subjects of phonics, reading, writing, maths and P.E. Pupils will be expected to submit work from each of the lessons. This work will be responded to by the Class Teacher.

On-line, sequenced lessons supported by teaching videos, will start on the second day of lockdown.

2.2.   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?

From day 2 of a local or national lockdown:

The same curriculum is taught remotely as in school, wherever possible and appropriate. However, some adaptations may be necessary in some subjects to allow for remote provision. For example, in subjects that involve the use of practical equipment, the lessons are adapted to include resources that are more likely be available at home e.g. in Science - more knowledge based units, in art - skills that involve materials/resources readily available in the homes of our children.

3.   Remote teaching and study time each day

3.1.   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 for remote provision.
Key Stage 2	4 hours for remote provision.
Reception	2 hours
Nursery	1 – 1 and a half hours

4.   Accessing remote education

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

- Willenhall Community Primary School uses the learning platform – Google Classroom to deliver all lessons. All pupils have an individual account with a username and password. When learning in school, pupils regularly access the Google Classroom to ensure fluency with accessing and navigating the learning platform.
- Additional on-line learning tools such as Times Table Rock Stars supplement remote learning.

4.2. **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:

- School is able to lend school devices to parents. Parents have to sign an agreement that they will supervise their child in appropriate use of the devise, that they will ensure careful use of the devise to avoid damage or loss and that they will support and encourage their child to engage in the remote education.

- School is also able to provide SIMS cards to enhance access to the internet and thereby support access to Google Classroom.

- Monitoring of pupil engagement and completion of work takes place daily and a record of pupil work is kept. Regular contact is made with all families as a welfare check and to identify any barriers to accessing the on-line provision. This includes access to Wi-Fi, devices, passwords.

- Remote and face to face support is available to parents to enable them to understand how their child accesses the learning platform.

- Printed materials are available for collection from the school. The teaching and learning that is provided on-line is teacher directed and aiming to move learning forwards. It is the aim of the school through support and provision of devices that as many pupils as possible have access to the on-line learning.

- Pupils can submit work to their teachers by returning the paperwork to school at the end of a school week where it will be quarantined before marking and feedback being given. The next paper pack of work will be handed out on return of completed work.

- Some pupils may return their work to school at the end of the lockdown period.

- Parents are able to contact the Class Teacher via a year group email, e.g. year3@willenhallprimary.org or by telephoning the school during working hours when a member of SLT will respond.

4.3. **How will my child be taught remotely?**

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

Willenhall Community Primary School uses a range of approaches to teach pupils remotely.
Some examples of remote teaching approaches:

- Video/audio recordings made by teachers to explain and model the learning.
- Quizzes designed to assess learning

- Instructions for activities to be carried out at home and video or photographic evidence uploaded and returned to the teacher.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Directed to e-books
- In Early Years the remote learning provision is designed to support parents to understand how their child learns through play and active experiences in which they can participate. Parents and carers are directed, supported and guided on how to be the 'educators' in the home learning environment. The priority of the remote learning is to maintain close relationships with children and their families.

Parents/carers are offered activities and ideas for play-based learning. There will also be instruction to tell parents/carers a little more about their role in the activity and offer top tips whenever possible. The play will be scaffolded with clear guidance and it will be linked to the learning/skill development it supports.

The aim is for children to be curious active participants and for parents and carers to recognise all of the 'everyday' opportunities that present themselves and support young children to learn and develop.

5. Engagement and feedback

5.1. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Parents and carers are expected to provide support for remote education by:

- Supporting the child in keeping their routine as close as possible to the normal school day.
- Ensuring the child is working in a suitable working environment, (at a desk and without any distractions, if possible).
- Checking the work the child has been doing during the day, checking it has been completed and checking it has been submitted correctly.
- Communicating with the class teacher on the year group school email if they have questions or queries e.g.year4@willenhallcommunity.org.
- Ensuring the child has breaks during the learning sessions e.g. physical exercise or helping with chores around the house.
- Ensuring the child spends no longer than their allotted time in front of a computer screen eg. Y4-6 = 3 hours, Year 1 -3 = 2 hours. Parents will be supported via the Google Classroom.

- Ensuring that any work is submitted before 5.00p.m.
- Ensuring that the child is working during regular school hours not late at night.
- Seeking support with school when it is needed.

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

- Teachers are able to monitor **all** of a child's activity or lack of activity on Google Classroom. A teacher can see when a child has logged on to the learning platform, if a child has started the work, if a child is submitting work that has not been attempted or if a child is not logging on at all.
- Pupil engagement will be monitored daily by teachers and teaching assistants.
- A weekly record of pupil engagement is kept on a spread sheet and telephone contact is highlighted as necessary when pupil engagement is partial or not at all. A log is also kept of
- Parents will be contacted to praise when pupils are fully engaging in the learning and to thank for parental support.
- If the class teacher is working in school they will liaise with the teacher who is providing the remote education to ensure alignment in provision and to discuss individual pupils.
- Where engagement is a concern, parents and carers will be telephoned and supported to improve their child's engagement. If parents have a concern they are able to telephone school or email a class email address.
- If the issue is access to the internet, a device or password/user details, parents will be contacted and appropriate support offered.

5.3. **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.

Monitoring and assessment of pupil work takes place as follows:

- Pupil work is monitored daily.
- Teachers are able to give verbal and written feedback to individual pupils. Pupils can listen to the verbal feedback.
- Pupils will receive feedback on their work daily and be expected to respond to feedback to improve work.
- Work from Early Years pupils is printed out as evidence of achievement and kept for pupil journals.

- Excellent work is celebrated and posted on our school Twitter Feed.

- Remote work which reflects engagement and effort will be celebrated weekly. Parents will be contacted to inform of the achievement.

- A record of pupil engagement is kept.

6. Additional support for pupils with particular needs

6.1. 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:

Pupils with special educational needs and their families will be supported by:

- Differentiated work set for groups of pupils according to their needs.

- Phonics lessons are directed at specific groups of pupils according to their level of phonic learning.

- Remote and face to face support for parents to enable the parent to support the child to access the learning on the device.

- Consideration is given to the nature of activities provided to enable the younger and children will special educational needs to engage.

- A pupil who is not able to access remote learning is provide with a weekly paper pack and contact made with parents to support.

- The SENDCo monitors work set for pupils with special educational needs to ensure that appropriate work is being provided.

- The SENDCo liaises with parents to offer educational and welfare support.

7. 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.

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

- Pupils are provided with the same curriculum as their peers are following in school to follow the same curriculum as is being provided in school. Work is

uploaded to the platform in an accessible format for the ability of the pupil. This work is marked daily.

- If greater numbers of pupils in a class are self-isolating the Teaching Assistant will support the marking and feedback on pupil work.
- Teaching Assistants video the Class Teacher lesson of the introduction of the lesson and the modelling of the learning. This will be uploaded to the learning platform to support the pupil(s) at home.
- Contact will be made with parents to support and encourage.