

St Werburgh's C of E Primary School

Remote Education Provision

In the event of self-isolation or lockdown



**St. Werburgh's Church of England
(Voluntary Aided) Primary School**

January 2021

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 if 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?

- Provide appropriate links and log in details to online platforms to all parents and carers.
- Identify any children who do not have access to any ICT at home to enable effective home learning.
- Consider loan of equipment to children identified above. Issue loan agreements to parents and carers of children with **no** access to ICT.
- Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate ICT).
- Staff to prepare online lesson plans and deliver throughout period of lockdown.
- Issue remote/online learning leaflet to children affected.

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?

Our curriculum approach will focus on the core skills of reading, writing and maths alongside nurturing the varying needs of children's emotional and mental welfare.

Personalised learning using online and home learning packs will be provided for those pupils identified on the SEN register. Their progress is checked through weekly phone calls from the class teacher/school SENCO/SLT.

Identified gaps in pupils' learning to be developed through home learning

- Reading fluency, accuracy and stamina
- Number facts and quick recall and application of calculation methods.
- Verbal reasoning and problem solving skills
- Ability to write simple and compound sentences that are correctly punctuated
- Ability to write for a purpose
- Non negotiables – handwriting, presentation, spelling, times tables
- Recall and application of known sounds to decode words
- Manners and social awareness through an online platform
- Stamina and resilience – working routines, patience and emotional stability

Approaches to curriculum design beyond the core subjects including rationale:

- Continue to deliver the Key Stage Learning theme remotely online to include a range of activities from the foundation subject curriculum. This will support the wider learning of those pupils who are learning from home.
- Outdoor learning will be promoted as part of the weekly online learning timetable.
- Continue the redesigned approach to collective worship to ensure spirituality and reflection continue to be a key part of our school week. Explore the messages in the bible that give support and hope for the consequences of CV and to support the ongoing journey through the crisis and beyond.

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:

Primary school-aged pupils	<ul style="list-style-type: none">• Pupils will be present for remote learning. A register will be taken by the class teacher Y5/6 & EYFS at 9:00am Y3/4 at 9.15am and Y1/2 at 9.30 am and cease their remote learning at 3:20pm from Monday to Friday, with the exception of breaks and lunchtimes. We are aware that some pupils will not be able to home school within these times if they require support
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from a working parent. Parents are asked to inform school if this is the case.

- Breaks and lunchtimes will be advised by the class teacher. Pupils are not expected to do schoolwork during breaks and lunchtimes.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- An online timetable will detail the expectations for each day e.g. optional tasks for further extension, consolidation or challenge

Accessing remote education

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

Google Classroom is used to help support our pupils with home learning. Instructions on how to access Google Classroom are available on our website here: <http://www.stwerburghs.co.uk/google-classroom/>. This platform will enable children to access their work set by the school. We expect all children who are not in school to submit their tasks via this platform if they can. The teachers will then be able to see what has been done and respond to any questions or queries. Please remember these may not be answered immediately as staff may be supporting the children in school.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

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:

- Identify any children who do not have access to any ICT at home to enable effective home learning.
- Consider loan of equipment to children identified above. Issue loan agreements to parents and carers of children with no access to ICT.
- Prepare hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school.

How will my child be taught remotely?

For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons
- Google Classroom

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to school.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.

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?

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:20pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Parents will inform the school office no later than 8:30am if their child is unwell.

All schoolwork set through remote learning must be:

- Complete when returned to the relevant member of teaching staff.
- Returned as soon as possible to the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- All work will be checked and returned, usually within 48 hours

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

The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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:

- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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:

The school will:

Ensure that pupils with SEND continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

Identify the level of support or intervention that is required while pupils with SEND learn remotely.

Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Strategies employed to enable the child to progress will continue to be recorded within a Personal Support Plan which will include information about:

- Things the child is good at/enjoys
- Things that the child finds a challenge
- Support needed
- Strategies that help
- Resources required
- The short term targets set for the child (no more than 3)
- Progress data
- Review notes – discussion with parents

We will aim to:

- Ensure that all pupils have access to a broad and balanced curriculum.
- Make appropriate provision to overcome barriers to learning. Children's individual strengths and preferred learning styles will be taken into account.
- To provide a differentiated curriculum appropriate to the child's individual needs and ability.

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?

The school already uses Google Classroom for online tasks which support the classroom teaching. Alongside this there are the creative curriculum topic tasks, posted on their Google Classroom page.

- If a child needs to self-isolate, the pupil can access remote learning immediately on their Google Classroom page.
- At the end of the first day of isolation teaching staff will upload meaningful and ambitious assignments reflecting the days learning in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email/phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Senior Leaders will follow up contact with parents where pupils fail to engage with their online learning, and/or where parents fail to respond to class teacher emails.