

# Western Primary School Remote education provision: information for parents and carers

CREATING SUCCESS STORIES



This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts or classes to remain at home or where adverse weather conditions have caused school to close. Please note that remote learning will begin on day 2 of any closure required as a result of heavy snowfall.



## The remote curriculum: what is taught to pupils at home

As a school with 1-2-1 iPads across years 1 – 6, we endeavour to make remote learning as similar as possible to the learning experience in school through the use of live lessons. This will also include appropriate feedback for pupils. For pupils in Nursery and Reception, staff will use Tapestry to share some recorded teaching sessions and offer some live sessions via Teams. Children will also be sent a weekly menu of activities to support learning at home.

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

In the event that school has very little notice of the need for remote learning, it may take a day or two before live lessons begin but parents and carers will be provided with a timetable of meaningful activities for pupils to engage with.



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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, it may be necessary to make some adaptations in some subjects such as science, art and design & technology where practical resources may not be available.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

Decisions around the length of time pupils are required to devote to learning each day will differ for each school phase and will take account of the challenge presented to parents and carers in managing their child's needs in this context. This information will be shared with parents in the first couple of days of any remote learning period.

## Accessing remote education

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

Pupils in Years 1 - 6 will use Microsoft Teams on their iPads to access remote learning. Reminders of our code of conduct for using MS Teams can be found [here](#). Pupils can join live lessons from the calendar tab on the side bar of their Teams page. Pupils in Early Years will be offered a blend of content through Tapestry and Microsoft Teams.



### 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:

Where a family does not have an internet connection at home, the school will do the following:

- For a short term (less than 1 week) period of remote learning, pupils would be provided with learning opportunities and tasks which could be provided by hand, without the need of internet access
- For a longer period, Red Kite Learning Trust would provide a device to enable a connection in the home
- Where a pupil in Early Years does not have access to an internet-enabled device at home, one will provided by the school if it is necessary for remote learning

## How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons) – these will constitute the larger part of our remote learning offer for pupils in Years 1 – 6, assuming staff are fit and well to deliver them
- recorded phonics sessions for children in Reception will be provided and shared via Tapestry.
- E-books for reading at home shared via subscription to Collins e-books.
- textbooks and reading books/e-books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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?



- All pupils are different, as are their home contexts. As a general rule, we expect all pupils (if fit and well) to access all of the remote learning on offer in order to minimise the impact of school closure. However, we recognise that this may not always be possible for a range of reasons and we will work closely with parents and carers where additional support is required.
- We expect parents and carers to pass on these expectations to their children and provide them with a suitable environment in the home to engage with remote learning. It is important to establish and maintain a routine of bedtime, mealtimes and learning times as soon as possible during any period of remote learning.

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

- Regular and consistent engagement with remote learning is very important. Teachers will be expected to 'take a register' at the start of each live lesson and make a note of pupils who are not present. Parents will receive an email to enquire why their child is not engaging with a lesson or series of lessons. Teachers will also monitor the submission of work on Showbie (Years 1 – 6) or Tapestry for pupils in Early Years.

## 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:



- In Early Years staff will feedback via Tapestry on any work added to children's journal. Parents and Carers are also able to email staff to discuss support or for feedback as required.
- For pupils in Years 1- 6, the majority of feedback will be via voice notes or written comments on Showbie. Pupils will also receive live, verbal feedback during live lessons.

## Additional support for pupils and families 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) 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:

- Where necessary, tasks set will be adapted to match the needs of individual pupils.
- Some pupils may receive additional support in live lessons through the use of breakout rooms on MS Teams
- Our Emotion & Wellbeing Team and Family Support Worker will also engage with pupils and parents/carers who may need this kind of support

## 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?**

In the event that an individual or small number of pupils are required to stay at home for any reason, it may not be possible to offer live lessons as their teacher will be at school teaching the class. In these circumstances, it may sometimes be possible for pupils at home to engage with the lesson in school via Microsoft Teams. Typically however, tasks and guidance will be posted on Showbie (Years 1 – 6) or sent via email for pupils in Early Years. Staff will endeavour to engage in a brief, live check-in with such pupils at least once per week to offer additional support.