

## **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 at Woods Loke Primary School.

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**

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

Your child will have already been set up with access to remote learning – either managed through Tapestry or via Google Classroom. Whilst this is run and updated continuously, it may be that immediate access to appropriate resources and learning needs to be accessed either through our learning at home webpage or through printed materials and textbooks supplied by the class teacher. Queries about access should be directed to the school office or our dedicated email address [computing@woodsloke.org](mailto:computing@woodsloke.org) so that our full remote learning offer can be accessed.

At all stages, our families should be aware that we are working with them - doing everything we can to provide an ambitious and engaging curriculum for all our pupils and ensure that a smooth transition back into school is possible.

#### **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 this is possible and appropriate. However, we may need to make adaptations in some subjects. For example, where they require specific resources or an objective focuses on group or shared work.

You can expect that your child will receive at least 3 hours of remote education per day in Key Stage 1 and 4 hours a day in Key Stage 2. In Early Years the amount of work may be less than this but will always match the core curriculum content. This is to include mathematics, reading and reading tasks, writing activities as well as a range of age-appropriate activities and challenges in areas across the rest of the curriculum. In addition to this, our PE lead has created additional resources and events to support children's physical health whilst away from school. Our website also hosts a wealth of other activities, links and resources to support the education of all pupils.

With this in mind, we are adapting the curriculum for this academic year to ensure that, where this is the case, gaps are addressed when children return normal education delivery.

## 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 learning and independent work) will take pupils broadly the following number of hours each day:

EYFS	Approximately 3 hours per day, although this will vary depending on focus and activity
Key Stage One	3 hours per day - to include elements of mathematics, writing and reading
Key Stage Two	4 hours per day - to include elements of mathematics, writing and reading

## Accessing remote education

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

#### Nursery, Reception, Year 1 and Year 2

In Nursery and Reception, Tapestry will be used to share guided teaching that takes place in school, as well as additional learning opportunities, ideas and activities.

In Year 1 and Year 2, teachers will use Tapestry to share work with children at home. This will include lesson plans, videos, links to live sessions and additional resources as appropriate.

#### Years 3, 4, 5 and 6

For pupils higher up the school, we will be using Google Classroom. All pupils have their own secure email address and have been shown how to login and access learning materials.

Work will be assigned to pupils each day and they will be expected to complete and submit this work on time. Resources will be available by following the links and may be accompanied by videos, links to live sessions/feedback and additional instruction as necessary. The work will be marked and feedback given – with subsequent work planned and delivered to ensure that children are completing appropriate and challenging learning.

Where needed, we will happily provide printed resources for pupils who do not have suitable online access. We also know that younger pupils and some pupils with SEND may not be able to access remote education without adult support. Where this is the case, we will talk to you to make sure that the necessary support is available.

## **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 and aim to support all our families as much as possible in accessing our remote learning offer. In the first instance, if you have any difficulties or queries regarding access to this, please contact the school to discuss your individual requirements. As part of this we may be able to offer:

- The loan of a laptop or tablet to pupils for the duration of any school closure. You will be required to sign a usage agreement.
- Support in internet connectivity issues
- Printed materials and paper resources that complement/mirror any online work
- If, for whatever reason, pupils are unable to submit work online please speak to us about the best way for learning to be marked and feedback to be given.

In all these instances, the education of your child and support for our families is paramount. Lots of solutions are available. Please contact us directly or via [office@woodsloke.org](mailto:office@woodsloke.org)

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely, providing them with meaningful and ambitious work each day in a number of different subjects. This will vary across the school depending on subject and year group, as well as the considered best delivery of a particular objective or area of learning.

Recorded taught input – Staff recorded taught sessions

Video-led Learning – High-quality on-line videos to deliver taught input

Live taught input – Staff-delivered live taught input

Lesson Presentations and accompanying assignments – providing a mixture of teacher guided work and independent learning

Google Classroom – age appropriate assignments and activities that build on prior learning and support pupils access to the school curriculum. These are led by the class teachers.

Tapestry - age appropriate assignments and activities that build on prior learning and support pupils access to the school curriculum. These are led by the class teachers.

Themed activities – activities that complement and enhance the curriculum offer

Social & Emotional Discussions – Staff-led recorded & live interaction with children.

Forums – Discussion spaces for supporting pupils in their learning

Email discussions – Direct feedback and marking of work

PE challenges

Online subscription services – these can be accessed via our school website and offer further resources to support remote learning in a variety of subjects including: music, mathematics, phonics, grammar and reading

## **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?**

- As in school, we have very high expectations for all of our pupils. Work will be set regularly and pupils should meet the deadlines given – or contact their teacher to discuss any possible delays in completing work. We expect our staff to have daily, regular contact with pupils. All teachers can be contacted via the relevant learning platform or through the class email address.
- We expect our families to continue to provide a safe and supportive environment for pupils. We encourage parents to support their children's work, including finding an appropriate place for them to work and, to the best of their ability, support their child with their work whilst encouraging them to work with good levels of concentration.

Our top tips:

- Try to encourage your child to be ready and dressed for the start of the school day, and to keep to a timetable or routine.
- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life
- Plan breaks and exercise into the day to help keep your child active.

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

Because of the way in which we have structured our remote learning programme, class teachers will have a clear overview of the progress that their pupils are making on a daily basis. Work is checked at various points during the school day. Class teachers within each year group – alongside support staff – are in charge of setting appropriate work and ensuring that regular and constructive feedback is given. Written marking and comments will be given and children will be expected to respond to these as necessary. Pupils can submit this at any time although are given set deadlines for its completion.

Where concerns are raised regarding engagement, in the first instance staff will contact the parents to check if there are any issues that are limiting the child's ability to complete set work. This will then be logged and we will continue to closely monitor. Further concerns may raise involvement with the Phase Leader or school pastoral team.

## **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 uses a combination of these approaches.

Assessing pupils' understanding and progress accurately is essential to the delivery of any future learning. We will continue to use the same assessment methods and expectations as we do during normal school opening. Details of these can be found on our website under 'curriculum'. This will be clearly feedback to pupils, with areas for development and challenges used as appropriate to the work and age of pupils.

## **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.

Specialist support and programmes of learning will be delivered during this time by our SENCO. Remote learning for those individuals currently on the SEN register is monitored by our SENCO and class teachers supported in delivering appropriate content as necessary. Personalised speech and language support is also in place where this has been already identified as an area for development.

For younger pupils, we have decided to focus our remote learning offer on using and refining the use of Tapestry as a tool for sharing learning, providing feedback and recording work. As a platform already familiar with our EYFS and Key Stage One parents, Tapestry provides the perfect opportunity to blend lesson planning and the sharing of resources with recorded and taught input.

## **Remote education for self-isolating pupils**

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

We are very proud of the consistent and clear approach that we take to remote learning at Woods Loke. This allows for us to act very flexibly when pupils may be required to self-isolate. If this happens then the approach that we have in place will not differ to the one described above. Planning and resources will be accessible through the relevant platform (Tapestry/Google Classroom) and staff will feedback to this on a regular basis – ensuring that the work is appropriate and accessible. Because any work set will closely match the curriculum delivered in class, this will allow for a smooth return to school for pupils who have had to miss time due to self-isolating.