

## **Remote Education Provision**

### **Information for Parents**

### **Wychall Primary School**

*'all pupils achieve the highest standard of educational outcomes regardless of circumstance or background'*

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from drb Ignite Trust school's remote education if ongoing restrictions and self-isolation require individuals and 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 the document.

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

A pupil's first five days 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 two or three days of pupils being sent home?**

Pupils will initially be set learning tasks that may not match their normal curriculum. The learning packs may be paper-based, either taken home with the children on their final day, distributed to parents or collected by parents from school. This work will be completed independently in the first instance. Additional information may be provided via video links or materials signposted on the school website or learning platform.

#### **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?**

Trust schools teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects such as music, design and technology, art and P.E. may need to be adapted due to the limited resources pupils may have access to at home. Where possible, schools will attempt to bridge these gaps by providing resources, although this may not always be appropriate. Schools will make localised decisions on what is appropriate and where content cannot be delivered through remote education, provision to 'catch up' missed learning will be made on a return to face to face teaching.

## **Remote education 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. All pupils will receive a remote education provision that is broadly in line with their normal day in school (5 ½ hours). Each day there will be a minimum of 3 hours per day for pupils in EYFS and KS1, and a minimum of 4 hours per day for pupils in KS2.

## **Accessing remote education**

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

Online remote education will be provided via Wakelet or Class Dojo with additional links available on the school website. Children will return images of their completed work via Class Dojo/Purple Mash for assessment and feedback.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We understand that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In the first instance, we will attempt to issue laptops or tablets to pupils to enable them to access online education. We will also attempt to provide access to internet connection where this is not available. Parents have been surveyed to establish need and should contact school should any issues remain. We will prioritise provision where there is no access in the home to online provision. Should additional resources be available we will work towards all pupils having their own independent access to devices.

We will provide printed materials where children have no access to online remote education and are not attending school for face-to-face learning. These packs will need to be collected from school following the safety measures that are in place to reduce the risk of infection. Where families are self-isolating, schools will work with them to ensure work is delivered to the home or collected by close family and/or friends (in this circumstance, government guidelines on COVID regulations must be followed).

Work completed by pupils that cannot be returned online will need to be delivered to school to enable teachers to assess progress and provide feedback. Feedback will be provided by telephone where required. We understand that work may not be able to be returned daily. We will work with families to ensure that feedback remains regular throughout periods of remote education.

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

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

We will use the following approaches to remote teaching to provide clear input and deliver new content. We will select the most appropriate approach to meet pupil needs and the requirements of our curriculum:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading 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?**

We expect pupils to engage with the remote education offer on a daily basis. Pupils should access the online content where possible and complete the tasks that have been set. Where pupils are using paper-based materials, they should complete all tasks that have been provided within the timescales that have been shared. A timetable will be provided to support parents with daily learning expectations. Parents will need to support pupils in establishing routines, particularly where this may involve pupils sharing devices at home. A quiet space for learning will need to be created. Parents will need to support pupils in returning completed work (online or physical) to ensure that assessments can be carried out and feedback provided

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

We will monitor the work submitted by pupils to ensure they are engaging daily. Where we have concerns about a pupil's engagement, we will contact parents and carers immediately to explore how additional support can be provided. Additional wellbeing telephone calls and online live discussion groups will be in place and will provide opportunities for discussion around engagement with learning.

### **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:

We will set some online assessment quizzes for children to complete and these will be used to assess pupil progress. We will assess work submitted (online and physical) and provide feedback. This may be whole-class or individually. During the online live discussions and telephone conversations, additional assessments and feedback will take place. Feedback will be provided at least twice weekly wherever 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:

We will provide differentiated learning where this is needed. The school will make contact with parents and carers of pupils with SEND to work together to put in place an appropriate remote education provision. Parents and carers will be signposted to appropriate points of contact for support.

We recognise that younger pupils may need additional support from parents to help them with their remote education. Support and guidance will be provided by the school and tasks will be adapted.

## **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?**

As above, pupils who are self-isolating will be provided with an initial learning pack that provides learning for an initial 5 day period. These learning packs target key objectives that are age appropriate. These may not always directly match their ongoing curriculum learning taking place in school. Following this initial period of no more than five days, the school will ensure that remote education closely follows the provision taking place in school. We will use the methods described above to deliver this, for example links to online resources, pre-recorded videos and/or paper-based materials where required. Completed work should be returned via Class Dojo or delivered to school. In exceptional circumstances where the family are self-isolating, the school will explore alternative methods to collect completed work. Feedback will be provided at least weekly.