



## Woodston Primary School: Remote Education Provision

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.

### Aims

This Remote Education Guidance aims to:

- Ensure consistency in the approach to remote education for all pupils (Inc. SEND) who aren't in school due to Coronavirus, through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote education.
- Include continuous delivery of the school curriculum, as well as support motivation, health and well-being and support parents.
- Support effective communication between the school and families and support attendance.

### **1. 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?**

- Revision work will be sent. This will be remotely via; the school's website, Tapestry, emails, Google Classroom and Microsoft Teams. Home learning packs can be printed and collected if required.

**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?**

- We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. We will try to teach all subjects. New learning will start to take place.
- This will be remotely via, the school’s website, Tapestry, emails, Google Classroom and Microsoft Teams. Home learning packs can be printed and collected if required.

**3. 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:

Key Stage 1	3 hours
Key Stage 2	4 hours

**4. Accessing remote education**

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

EYFS – Tapestry / School Website  
Year 1 – Tapestry / School Website  
Year 2 – Google Classroom  
Year 3 – Emails to parents / Microsoft Teams  
Year 4 – Emails to parents / School Website / Microsoft Teams  
Year 5 – Microsoft Teams  
Year 6 – Microsoft Teams

We are trying to get access to host Teams/Zoom meetings for most year groups.

**5. 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:

- Apply to DfE for allocation of laptops.
- Communicate to parents on how to apply for a device, how to collect and paper work that is signed.
- Parents to inform the office if they cannot connect to the internet and school to apply for

wireless dongles from the LA.

- Home Learning Packs (and any other resources required) can be collected from the front entrance (parents do not need to enter the building).
- Pupils can share their work in paper form.

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

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- live calls where children can ask questions
- live teaching recorded by staff
- recorded teaching (e.g. White Rose Maths, OAK academy, BBC)
- 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
- Online platforms e.g. Tapestry, Google Classroom and Microsoft Teams.
- Some long-term projects will be set similar to our existing 'home learning' projects. Children can record, make projects that can be shared/displayed.
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EEF, April 2020

1. Teaching quality is more important than how lessons are delivered
2. Ensuring access to technology is key, particularly for disadvantaged pupils
3. Peer interactions can provide motivation and improve learning outcomes
4. Supporting pupils to work independently can improve learning outcomes
5. Different approaches to remote learning suit different tasks and types of content.

## **7. 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?**

- Parents / carers are responsible for monitoring their child's activities while completing online education leaving at least one interaction per day. Ensuring engagement and communicating with teachers.
- EYFS – parents to respond and post work on Tapestry
- Year 1 – parents to respond and post work on Tapestry
- Year 2 – work to be completed and submitted on Google Classroom
- Year 3 – parents/children respond to teacher emails and on Microsoft Teams
- Year 4 – parents/children to respond to teacher emails and on Microsoft Teams
- Year 5 – children to submit work on Microsoft Teams
- Year 6 – children to submit work on Microsoft Teams

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

- EYFS – Engagement monitored through Tapestry posts. Phone calls and emails to be made to prompt responses if needed
- Year 1 - Engagement monitored through Tapestry posts. Phone calls and emails to be made to prompt responses if needed
- Year 2 – Engagement monitored through submitted work on Google Classroom. Phone calls and emails to be made to prompt responses if needed
- Year 3 – Emails sent to parents and responses back recorded. Phone calls to families who don't respond. Responses through Microsoft Teams.
- Year 4 - Emails sent to parents and responses back recorded. Phone calls to families who don't respond. Responses through Microsoft Teams.
- Year 5 – Work is submitted via Teams. Phone calls to families who are not engaging
- Year 6 - Work is submitted via Teams. Phone calls to families who are not engaging
- Any concerns regarding engagement to remote education - parents to be contacted through a phone call.

### **9. How will you assess my child's work and progress?**

- EYFS – Feed-back on Tapestry linked to the Early Learning Goals / and the new Framework where applicable. This maybe to an individual child, group, class or year group.

- Year 1 – Feed-back on Tapestry linked to the areas of the National curriculum. This maybe to an individual child, group, class or year group.
- Year 2 – Feed-back through Google Classroom. This maybe to an individual child, group, class or year group.
- Year 3 – Teachers to respond to emails and on Microsoft Teams
- Year 4 – Teachers to respond to emails and on Microsoft Teams
- Year 5 – Feed-back through Microsoft Teams. This maybe to an individual child, group, class or year group.
- Year 6 – Feed-back through Microsoft Teams. This maybe to an individual child, group, class or year group.

## **10. 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?**

- All children with an EHCP will be offered a place in school.
- Any children whom school classes as 'vulnerable' and they are not attending school, we will monitor with regular phone calls from our Inclusion Team. We will also call any families that have involvement with Children's Social Care.
- All SEND pupils have access to their relevant curriculum through planned lessons, set by class teachers. These are available via Google Classroom, email, Microsoft Teams, Zoom or paper format.
- Class teachers are available via email or telephone if they have any questions. Families are encouraged to email queries and/or work to the class teacher to review. This is monitored and if there has been no contact during a week, the class teacher will call the parent.
- The SENCo and class teacher are in weekly contact with parents/carers and pupils who are in receipt of an EHCP and are not in school. Provision outlined in the their EHCP has been adapted to support remote learning/provision.
- EHCP Annual Reviews will be held via Microsoft Teams with professionals, parents/carers and the pupil.
- The SaLT TA is offering Microsoft Teams sessions with pupils and telephone calls with parents/carers to discuss strategies and resources before sending home.
- Where a child works with a Teaching Assistant on a regular basis, they may support the remote learning on an individual basis.
- Individual pupils' 'Assess, Plan, Do, Review' documents that note provision and reasonable adjustments when in school have been reviewed and where pupils may benefit from resources at home, the class teacher or SENCo has contacted parents/carers to offer these resources to be collected from school e.g. Theraband, Wobble cushions, fine motor skill activities.

## **11.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?**

- EYFS – We aim to set work on Tapestry that can be linked to work in school. Home Learning Packs to be sent home with work that is being completed in school if required.
- Y1-6 – We aim to use Power of Reading books both in school and at home. Continue to follow WhiteRose Maths including use of videos both in school and at home. Home Learning Packs to be sent home with work that is being completed in school if required. Weekly Timetables will be sent home to ensure structure is maintained.
- We endeavour to keep remote education as close to classroom practice. All work is expected to be completed and handed in.
- Where required direct parents to OAK Academy, BBC websites etc.

This policy is based on

- DfE Guidance for full opening of schools, October 2020
- DfE guidance, get help with technology for remote education during coronavirus, August 2020
- DfE Guidance, Remote education during coronavirus, October 2020
- DfE Guidance: Get laptops and tablets for children who cannot attend school due to coronavirus, August 2020
- DfE, Review your remote education provision, January 2021

### **Monitoring and review**

Updated January 2021

Next review date: Autumn 2021

This policy is monitored by the Headteacher and Deputy Headteacher, who reports to governors about the effectiveness of the policy on request. The Headteacher, Deputy Headteacher and SENCO are responsible for the quality and delivery of remote education, including that provision meets expectations for remote education.

