

*‘Growing together,
Learning forever’*



**Woodstone Community
Primary School**

COVID - 19

**Remote Education
Guidance for Parents**

Remote education provision: information for parents

This information is intended to provide clarity and transparency to children and parents/ carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to children at home

A child'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 children being sent home?

Your child's teacher will make home learning tasks available at the earliest convenience, which may be the next working day. This may comprise of:

- A home learning pack of worksheets and activities to be collected from the school office
- Tasks which will be emailed directly to parents through the Teachers 2 Parents email system
- Tasks which are uploaded to the class page of the school website

You will be informed of which method of remote education your child's teacher will be providing via email.

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 possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, subjects which need specific equipment e.g. P.E., cooking, Forest School, will be delivered remotely where possible. In cases where this is not possible, alternative work will be provided in place of these lessons.

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 children broadly the following number of hours each day:

Key Stage 1	Approximately 3 hours per day including teacher input sessions, independent work, opportunities for quiet reading and engagement in other optional home learning activities
Key Stage 2	Approximately 4 hours per day including teacher input sessions, independent work, opportunities for quiet reading and engagement in other optional home learning activities

Accessing remote education

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

In the case of whole school or whole 'bubble' closure, remote education will be delivered over our Microsoft Teams platform. All children have their own unique log in details and have been assigned to a 'class' where they can interact with the class teacher and their peers as well as access their assignments, submit work and receive feedback from their teacher.

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

Parents or carers should make the school aware if they do not have digital or online access at home. We will support these children wherever possible by loaning equipment, such as laptops or dongles, and making home learning tasks available as a paper copy to be collected from the school office.

How will my child be taught remotely?

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

Children will be assigned tasks to be completed each day. The class teacher will make clear which tasks need to be completed on which day and will compile a suggested timetable to ensure the children keep to a daily routine. We will use a range of teaching approaches to ensure the children remain engaged in home-learning and have an appropriate mix of teacher input, video materials and hands-on practical activities covering a wide range of subjects.

Some examples of remote teaching approaches include:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books children have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

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

The Microsoft Teams platform allows teachers to monitor children's engagement through their attendance to Teams meetings, their ability to 'view' assignments and the submission of daily work for feedback.

In cases where home learning tasks are emailed or collected as a paper copy from the school office, class teachers will communicate with parents/carers on a regular basis to respond to work submitted.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Parents will wherever possible ensure that:

- Children attempt the activities which have been set
- They follow the remote learning protocol e.g. to make sure children are ready for learning by being properly dressed when interacting on Teams and ensure the background i.e. where the child is working, is appropriate
- They contact school if their child is unable to access Microsoft Teams
- They contact their child's teacher if their child is struggling with any aspect of the remote learning or if there are any questions. Please email the class email if there is a problem getting on Teams.
- They support their child with remote learning.
- They do not share their child's password or username with anyone else
- They manage any distractions i.e. turn the TV off etc when the children are working

Children will:

- Be ready to learn and engage with the activities set by the teacher as if they were in class
- Try their hardest to complete learning on a daily basis wherever possible
- Report any technical issues to their teacher as soon as possible
- Notify a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set

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:

Assignments should be 'turned in' via the Microsoft Teams platform by 3.30pm on the day they are due. Assignments that are 'turned in' will be responded to by the class teacher between the hours of 8am and 4.30pm. In some cases, teachers may write an extensive written comment, such as for a piece of writing. In other cases, feedback may be a shorter comment to acknowledge receipt of the children's work or to encourage them to check their work, such as particular spellings or answers in a piece of Maths work. Teachers may also feedback more generally during daily Teams video calls.

Additional support for children 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 children, for example some children 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 children in the following ways:

Children in our Reception and Year 1 classes may have difficulty accessing remote learning independently. Class teachers will be mindful of this and ensure they set a range of remote learning activities which requiring differing amounts of adult support to enable children to access as much remote education as possible. Children with SEND will be appropriately supported either in school or with alternative remote provision to meet their needs. Teachers will remain in regular contact with the parents of children with SEND to ensure the remote provision provided is meeting the children's needs.

Remote education for self-isolating children

Where individual children 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 children 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?

Wherever possible, remote education for individual children who are self-isolating will reflect the content being delivered in school. In individual cases, e.g. isolation, home learning activities may be emailed or uploaded to the school website. The class teacher will remain in regular contact with these children via email and telephone calls. Feedback will be provided via the class email system.