

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 if local restrictions require entire 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 this page.

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?

School will use Oak National online learning during any initial planning stages required in order to roll out remote learning contingency plans. Children will be asked to use their planners and previous shared information on the class page (on the school website) in order to consolidate previous learning. The planner also contains lots of useful information for both parents and pupils (such as calculation policy, number square, reading lists etc).

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.

Remote teaching and study time each day

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

The government guidance on how long children should access remote learning for is as follow:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

We will provide home learning that meets this expectation and it should take pupils broadly the number of hours outlined above. Families are provided with a timetable for the week, to be used as a guide whilst also allowing for flexibility meaning families can structure the day to suit them.

A variety of learning tasks are provided from across the curriculum and staff will provide support with prioritisation of learning where necessary.

Accessing remote education

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

At North Wheatley C of E we use Class Seesaw in years 1-6 and Tapestry Journal in Early Years as a platform for sharing learning and communicating with families. In the event of a national lockdown or remote learning due to isolation, we will continue to use these platforms to deliver education remotely. Please find more information about both platforms below.

Seesaw (<https://web.seesaw.me/>)

Seesaw is used in school from year 1 onwards. Families are provided with a family access code which allows them to log in, view and comment on their child's learning. When access remote learning, pupils are also required to respond and post their own learning. Families will need to use their 'home-learning code' in order to access remote education on seesaw. Seesaw can also be used to receive and send messages to school staff.

Tapestry (<https://tapestryjournal.com/>)

Tapestry journal is used throughout a child's early years journey as a way of evidencing, assessing and sharing the learning that takes place. There is no additional log in required in order to access remote education on Tapestry. When accessing remote education on Tapestry, families will need

to use the activities feature to see the learning set and respond directly to the task or by posting an observation. There is also a message/memo feature on Tapestry where you can receive and send messages to school staff.

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. Should any families be struggling to access remote learning due to technical difficulties or lack of device we ask them to contact school as soon as possible as the following support may be available:

- School do have a small number of devices available to loan to families. Parents are required to complete a loan agreement form and collect the device from school.
- Printed materials can be provided for families on request.
- Provision will be made for any child without online access. This will be discussed with school and a decision on how to move forward will be made on a case-by-case basis.
- Although we have not yet needed to utilise the DfE offer of free mobile data, this available should families require it.

How will my child be taught remotely?

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

School staff will deliver daily learning through Seesaw and Tapestry. Wherever possible, English and Maths will be introduced through a short video input, introducing the task and supporting children to understand and access the task with a growing independence (dependant on the age of child). Children in FS2 and KS1 will receive daily phonics, this may be delivered as a practical activity, a quick video or as a link to online resource/video.

Concept learning will be set every day to ensure the whole curriculum is being taught. Concept learning will be delivered through video, voice recordings or written instruction with any resources attached using the online platform. Pupils are encouraged to regularly take part in active minutes and PE is timetabled every week. Additional resources for active minutes are shared on the school website.

PSHE and RE continue to be taught each week, as they would be in school with smiley mind resources available to encourage brain breaks and support with pupil's wellbeing.

Staff may signpost families to the website where additional support and resources available to the whole school can be found.

Daily Zoom meetings will take place for each class. These will provide an opportunity to review learning and discuss learning not yet completed or for the following day. Staff will use this time to support wellbeing and encourage peer to peer discussion and support. Staff will plan games, quizzes and a variety of light-hearted activities to ensure connection are made, remembered and applied in learning.

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?

Staff will post learning to best replicate the timetable children would roughly follow if at school. Seesaw has been used in school, so most children and families have some understanding of how to use it effectively. This means that older children (KS2) may be able to begin to access their learning with a growing independence.

We understand that all children, especially younger children, will require a significant amount of adult support in order to access learning remotely. We also understand that each family is different, and that some may manage to complete all learning set and others may struggle at times to complete one task. We ask families to do only what they can do. We suggest focusing on the maths and english/phonics learning and complete concept work as and when possible. The wellbeing of our families is a priority.

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

Staff will keep a register of those who attend the zoom chat and monitor engagement on Seesaw and Tapestry (this is done daily). Staff will make regular 'Keeping in touch' (KIT) calls in order to gauge how the child and family are managing with remote education, both academically and in



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terms of their wellbeing, and to offer support where possible. Any concerns will be raised by staff or can be raised by parents during KIT calls.

How will you assess my child's work and progress?

When children respond to an activity posted, staff will be able to reply in the comment to provide feedback to each child. This feedback may be written; however, Seesaw also allows staff to respond verbally using the voice record function.

Staff aim to provide focused and specific feedback however this may not be possible for every piece of work and will sometimes depend on the type of learning set.

Where possible, staff may also be available to provide 1 to 1 support, via phone or zoom, for any children who are struggling to access learning. This is dependent on staff availability as many are also working in school.

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 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. This support will be tailored to the needs of the child and will be discussed with individual families.

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.



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

For children who are self-isolating, (when school is open to all pupils) staff will send a suggested timetable and use oak national blocks of learning that link to learning taking place in school. Where possible they will use White Rose Hub resources to ensure the maths is the same as that in school and supplement learning with the use of Timetable Rockstar's and Bedrock Vocabulary apps. Phonics will be accessed via English Hub videos and access to various online phonics resources.

Concept learning will also be shared, using links to Oak National, BBC learning site or by sharing learning resources already prepared for in-school learning (where appropriate).



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