



## **Wilburton CE Primary School**

### **Remote Education Provision from January 2021: 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 where national or local restrictions require entire cohorts (or bubbles) to remain at home. This information supersedes our previous remote learning policy from the autumn term, and remains in place while the school is closed to most pupils (from 5<sup>th</sup> January 2021). For details of what to expect where individual pupils are self-isolating, please see the final page of this document.

### **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?**

Pupils with access to the internet will be able to access online learning activities set by their teachers. Children without this access will be provided with a paper work pack with age-appropriate activities for the remainder of the first week. From the second week, this work pack will correspond to the curriculum the class is following.

#### **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. Our English and Maths is taught remotely as it would be in school. However, we have needed to make some adaptations in some subjects. For example, adapting non-core subject plans to make use of external lesson content, or if resources are unlikely to be available home (e.g. art, DT, music).

### **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:

EYFS	Approximately 1-2 hours, variable depending on the activity
Key Stage 1	3
Key Stage 2	4

## Accessing remote education

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

Parents of children in Reception access remote education through videos and activities posted by teachers using the Tapestry app.

Children in Years 1-6 access online remote education through Google Classroom.

### 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:

- We are usually able to loan laptops or iPads to pupils. To arrange this please email [head@wilburton.cambs.sch.uk](mailto:head@wilburton.cambs.sch.uk) or contact your child's teacher. We have contacted each family to ask if they would benefit from a loaned laptop if they do not have online access.
- We are also able to submit requests for additional data where families do not have a fixed broadband connection.
- For families without reliable internet access or devices, we are able to print off work packs for children, which should be collected from the school Office at the start of each week (when the previous week's work should also be submitted).
- We are also able to put together packs of reading books for any pupil if required.

### How will my child be taught remotely?

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

- Children in Reception will have a daily activity video posted on Tapestry by their teachers, and a story.
- Phonics groups in Reception, Year 1 and Year 2 will receive daily phonics group videos from Monday 11th January. This will include speed sounds and, if appropriate, the story book for children to read.
- Children in Years 1-6 have daily lessons and activities on Google Classroom - this includes English, Maths, and a Topic Lesson (usually from Oak Academy). Many of the English and Maths lessons are taught live from the classroom.
- Individual pupils with SEN may also be live tutored individually or in small groups by teaching staff.
- Printed paper packs are produced by teachers with the same curriculum (albeit one week later) as the online 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?

We hope that parents find our remote education support helpful for their child and for them. We expect that all parents will continue to support their child's education, but recognise that this will look different for each family. We will work with families to do this in the way that works best for their own circumstances, but we do expect every family to engage with remote education in some form. Younger children, and those with SEN, will need parental support to help them access learning, and we expect parents to set some time aside each day to help them. We also expect parents to ensure their child is accessing online remote education safely and appropriately.

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

Teachers will monitor which children are engaging with online remote education daily, and either they or the School Office will contact parents if a child is showing no signs of engagement or activity for more than two days. For children using weekly printed work packs, the class teacher or the School Office will contact parents if work is not submitted/collected at the start of each week.

If contacting parents, the school will ask if there are any difficulties or problems with remote access and suggest solutions which may include:

- loaning ICT equipment (laptop or iPad)
- collecting printed work packs from school
- using a workbook
- help with establishing a routine and timetable
- the child coming into school to access some provision, if they are in a permitted group (e.g. vulnerable )

### 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:

Pupils submitting learning through Tapestry and Google Classroom will have feedback on their work. As in school, this may be general feedback to a group/class of pupils, oral feedback with the lesson or the subsequent lesson (which may be adapted), or individual feedback. One of these would normally happen each day.

Pupils submitting work pack activities on paper will get some feedback and encouragement each week.

## 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:

- Options for children with EHCPs to be attend school, or to have individual online tutoring each day from a member of the school's teaching team.
- Adapted activities if the child would be unable to access the main class content.
- For younger pupils, direct daily video content from their teachers rather than a reliance on written information.

## 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?

Parents of children with internet access at home will be emailed the links to ten selected online Maths and English lessons and activities taken from Oak Academy. Children should do one English and one Maths activity a day. Parents will also be emailed the key learning for the class topic, and a selection of related websites to explore. Children should hand in their work when they return to school or submit it to their teacher through Google Classroom.

- KS2 English - 10 sentence level lessons from Oak Academy for isolating individuals; Class Teacher to set appropriate work if entire class are isolating; reading for pleasure.
- Yr 1/2 English - Oak Academy 10 English Lesson (story telling); phonics (daily link to RWI); reading for pleasure.
- EYFS - English - Oak Academy 10 English Lessons (story telling); phonics (daily link to RWI); reading for pleasure.
- Maths to follow roughly what's happening in the class by using the White Rose resources (children will need a link to the video and the accompanying worksheet each day).
- If appropriate, some teachers may set the same work the rest of the class are doing in school, and may offer access to join the class remotely live through Google Classroom.

Parents of children without internet access will be given a paper copy of ten Maths and English activities. If household members are self-isolating these will be posted or dropped off to you. Children should do one English and one Maths activity a day. Other topic creative activities are encouraged. Children should hand in their work when they return to school.

## **Responsibilities**

- It will be the responsibility of the class teacher(s) for children who are isolating to ensure this work is provided, and adapted where necessary to adjust the pace and difficulty for individual pupils. Acknowledgment and feedback will be given at least weekly to children working online through Google Classroom; for those working on paper feedback will occur when children hand their work in when they return to school.
- School leaders will help to support staff in using remote education resources to enable them to set appropriate work.
- The Headteacher is responsible for the implementation and monitoring of remote education.
- The SENCo will ensure that pupils with EHC plans continue to have their other organisations to make alternate arrangements for pupils with EHC plans.