



West Park 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?

Parents should refer to the Home Learning Page of our school website. All activities, links and resources are provided here for each year group and are updated each Friday to be in line with in-school provision

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. A timetable is provided alongside all taught inputs and resources to support learning. English, Maths and a balance of foundation subjects are included across Key Stages 1 and 2 and all areas of learning are included in EYFS.

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:

Primary school-aged pupils (in line with DfE guidance)	Key stage 1: minimum of 3 hours a day Key stage 2: minimum of 4 hours a day
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Accessing remote education

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

The overview will be on the Home learning page of our school website; all other information will be shared using Class Dojo to parents email in EYFS, Years 1 and 2. Years 3, 4, 5 and 6 will be communicated directly to pupils through their Google Classroom accounts.

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 asked parents to inform us of any difficulties and we take the following approaches to support those pupils to access remote education:

- Parents can inform us if they do not have suitable online access at home and we will either supply them with a device on loan or assist them in accessing online support for example through Young Carers etc as appropriate.
- Printed materials including Maths workbooks and key texts can also be provided to support those who have no means of accessing learning
- Work can also be submitted to teachers on paper if pupils have no means of accessing learning

Any requests should be made to the class teacher who will be able to provide paper resources or forward to the relevant member of staff.

How will my child be taught remotely?

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

- Recorded teaching – mainly teaching inputs made by the staff in every year group. We will also use recordings made by Oak National, the BBC and other good quality resources as relevant to the subject.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- White Rose Maths Workbooks in Key Stage 2
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include Times Tables Rockstars.

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?

- Pupils are expected to complete the learning that has been provided for them using the recorded inputs and resources to support this. Ideally, this would be during normal school hours but we understand that this can be difficult if there are a number of children working at home.
- Parental support is welcomed through using the timetable provided to set routines, supporting with activities where required, following the learning plans and helping your child to complete the learning tasks. We understand how difficult this is and ask that Parents do their best. The more engaged each child is and the more learning that can be completed the more positive the return to school will be.

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

- School staff will check engagement each day and will contact parents directly each week if there has been no engagement to resolve any issues and support engagement.
- If there is no response to the teachers contact then a member of the Senior Leadership, Pastoral or SEN team will contact the parent to resolve any issues.

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:

- Children are asked to submit their work either through Dojo, with parental support, or through Google Classroom, some key stage 2 pupils also do this by attaching photos to an email directly to the class teacher.
- Staff will reply to this using the same format the work is sent.
- Staff will also include quizzes to assess understanding and will respond to these.
- We will endeavour to give feedback during the school day and at the end of the day as required, in line with the timetable.

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:

School staff will differentiate work and the SEN team in school will be available to offer any additional support as required. The SEN team will support through regular keeping in touch phone calls and provide additional resources if needed.

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?

If the school is open to all pupils, any pupil who is self-isolating will be able to access plans, resources and supportive links on our school website. These are updated every week and follow the provision for those in school.

Appendix 1 Letter to Parents

Remote Learning Provision in Lockdown- Only children of critical workers and vulnerable children may attend.

Dear Parents and Carers,

As we are now in national lockdown and many of you are supporting your children with their remote learning I wanted to write to you to share our provision in light of the updated expectations. We have had a significant increase in the numbers of critical workers and vulnerable children in our school so we will not be running a rota of staffing during lockdown, all teachers and support staff will be working in school with their critical and vulnerable children. We have followed all DfE expectations for your remote provision so that we make sure each child has as equitable provision as we can.

DfE expectations: Remote education

1. When teaching pupils remotely, we expect schools to:

- 1. set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects**
- 2. set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
primary: 3 hours a day in Key stage 1 and 4 hours in key stage 2, on average, across the school cohort**
- 3. provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos**
- 4. have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern**
- 5. gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate**
- 6. enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding**

From Monday the 11th of January 2021

- 1. We will plan for the same activities for home and school and all necessary inputs and links will be shared on Dojo for Reception, Year 1 and Year 2 and Google Classroom for Years 3, 4, 5 and 6.**
- 2. We will follow the same timetable in class and remotely that includes English and Maths each day alongside a balance of all Foundation Subjects.**
- 3. Taught inputs will be recorded for English and Maths each day alongside a balance of all Foundation Subjects. These will be recorded by teachers across the year group. They will be shared on Dojo for Reception, Year 1 and Year 2 and Google Classroom for Years 3, 4, 5 and 6. For Maths, it is likely that**

you will be given the White Rose links but the teachers recording will cover an additional example or go over a misconception. Reception provision is in line with EYFS curriculum expectations.

4. Teachers will follow up with parents each week if their child has not been engaging in remote learning.
5. Staff will give feedback on completed and shared work and quizzes through Dojo and Google Classroom, we will do our best to do this once during the school day and once after the school day, please remember all teachers are teaching all day.
6. The comments stream will be open for children in key stage 2 during school hours as this will enable the children to maintain contact with each other in an 'online classroom' environment. You are responsible for your child's comments and for anything that your child shares, if this is inappropriate this will be followed up with you.

In order to make things as clear as possible, in the English and maths sections of the grids you will see the code 1, 2 and 3 next to tasks from Monday. The expectation is that the majority of children will be completing the work set for number 2. Those children who find the work a little more difficult will be completing the tasks in number 1, whilst those needing more of a challenge will complete the task in 2 and 3.

Examples for English and maths are below:

English:

Task: Look at the extracts sheet, containing the opening paragraphs of some of the myths we have looked at so far.

Q: What happens at the start of myths?

Q: When and where are they set?

1. Identify the central character in the extracts and the location.
2. Highlight the key features, also making reference to the environment and weather.
- 3.Q: Are these story openings positive or negative? (Mostly positive.) Q: What else is often included? (The main character (who becomes a hero)).

Maths

2 times table

Watch together:

<https://vimeo.com/490420447>

EXP: <https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-4-WO7-The-2-times-table-2019.pdf>

1. Questions 1,2,3.
2. All challenges
3. When you add two even numbers together the answer is always even. Do you agree? Prove it!

Should you have any questions, please contact your child's class teacher using either class Dojo (KS1) or their email (KS2).

We will also be sharing assemblies, story times and as many other things as we can to keep us all connected.

With kind regards
Caitriona Bull