

Whitkirk Primary School - 2021



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?

- On the first day of Remote Learning, a Maths, English and Topic challenge will be set via Class Dojo for pupils to complete independently. This will be a learning challenge that will be linked to what has been taught most recently in school. In Reception and KS1, this will be more discussion based.
- For all pupils, we ask that reading is prioritised, it is essential that your child hears stories, talks about the book with you and has a chance to retell stories and read out loud their own school reading book.
- For pupils in KS2, Times Table Rockstars Activities will be set for pupils.
- Teachers may reference links to White Rose Maths Home Learning videos, the Ruth Miskin portal or BBC Bitesize for support.

During this day, the class teacher will be setting up TEAMS sessions and supporting families remotely to connect to this, ready to start live lessons on day two. The teacher will not be available on day one to answer questions based on the activities set or give feedback. The teacher will have established which pupils do not have access to technology on this day and made suitable arrangements. Exercise books, pencils and reading books will be prepared for pupils who require them and a family member, wearing a mask, can collect from the office.

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, for children in Reception and KS1, phonics will be taught daily but with a greater focus on speed sounds and a separate writing lesson will be taught focusing on a shared stimulus, for example, a story or video clip. In KS2, English sessions will not be affected due to each pupil having their own copy of the class text.

Many elements of our curriculum in school are taught practically, we will incorporate access to high-quality online and offline resources but sometimes this may not be possible, meaning that elements of the remote curriculum may be adapted to cover the delivery of knowledge and skills which is accessible, meaningful and ambitious. For example, science lessons will be largely knowledge based and not practical, Art and Design Technology lessons will focus on planning and PE lessons will be a menu of physical activities that can be selected as appropriate to the home environment.

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	EYFS and KS1 – on average 3 hours of educational activity per day plus reading KS2 – on average 4 hours of live educational activity per day plus reading
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Accessing remote education

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

- EYFS and KS1 – Microsoft Teams, Tapestry (EYFS only), Class Dojo and links to YouTube, BBC Bitesize and White Rose Maths Home Learning resources
- KS2 – Microsoft Teams, Class Dojo and links to BBC Bitesize

For children who do not have a device at home to access their learning, the school will do their best endeavors to loan a laptop or tablet which can be used with Wi-Fi already in place in the home. For those who do not have access to Wi-Fi, a paper pack of learning

will be provided. We are able to offer support for data increases for pupils who fall into certain categories defined by the DfE.

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:

Devices

- Pupils who have access to Wi-Fi but do not have a device for learning will be contacted by school and devices will be given on loan
- To register interest for a device, should a child's bubble close or they are self-isolating, parents can request this during the first day of Remote Learning when contact is made by the class teacher.
- Devices will be signed for and an agreement put in place for the safe use and return of these once the child is back in school.

Paper Pack

- Children who require a paper pack of learning will have this provided by school. Where possible paper packs will be sent home with siblings or school will arrange to deliver these to families who are isolating and cannot collect from school safely.

Resources

- If your child requires stationary, exercise books or reading books, parents/ carers should liaise with the class teacher/ teaching assistant who will make arrangements with school for these to be collected safely from the office or delivered by school.

How will my child be taught remotely?

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

EYFS: As these pupils rely on heavily on adult support, learning packs will be sent to the parent/carer via Tapestry. The teacher will lead live sessions each day for Phonics, Maths, Topic and virtual story time. Parents/ carers are then asked to share their child's learning via photograph or videos via Tapestry. Youtube links will be shared with parents/ carers for daily phonics sessions, Maths activities and story time.

KS1: Pupils still rely heavily on adult support; therefore, learning resources will be uploaded to Class Dojo and Microsoft Teams for parents/ carers to access when it is suitable around their personal commitments. Lessons will be taught live via Microsoft Teams- Phonics, Maths, Topic/ Science and Virtual Story time each day. Teachers will be available to answer questions throughout the day and provide feedback on learning. Pupils learning should be shared with the Class Teacher via the assignments page and all other learning via Class Dojo.

KS2: Lessons will be taught via Microsoft Teams and pupils and parents/ carers can communicate directly with the class teacher and/ or teaching assistant. Teachers will introduce lessons via TEAMS and then a learning challenge/ activity will be set. Pupils will rejoin at the end of the session to share their learning and celebrate their success. Each Monday, teachers will identify "Assignments" for the week; these will be shared via Class Dojo. Learning in response to each of these assignments should be handed in via Microsoft Teams and feedback will be given on each of these.

For those without internet access the timetable, and a reward chart with stickers (if appropriate) will be printed out and a pack of learning sent home each week. Learning will be returned to school on re-opening of the bubble or class and discussed with the child. In the event of a school closure, this should be returned weekly when the next pack is collected.

Virtual assemblies will take place weekly for all pupils- these will involve the sharing of our school values and social stories at the beginning of the week, and the week, key stage will have a Celebration Assembly.

For more information, including detail the roles of different members of staff during school/ bubble closures, please refer to our Remote Education Policy.

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?

If a child has to stay in quarantine for 10 days due to them or a family member testing positive for Coronavirus or if a child must stay in 14 days' quarantine following an overseas holiday to a country not on the government's exemption list:

- A pack of learning will be available on Class Dojo each week. Feedback will be given to your child when they arrive back in school following their isolation when their learning is returned, or sooner if this is shared via Class Dojo.
- For those without internet access a pack of learning will be sent home each week.
- Please read with your child daily and support them with practicing their times tables and mental arithmetic skills to support them as they return to school. Basic skills are also key and practise with spelling patterns and handwriting is essential.
- Regular contact will be available from your child's teacher via Class Dojo.

If the class or year group bubble has to shut down for a period of 10 days due to a case of COVID 19 in that bubble:

- Learning will be posted on Tapestry (Reception), Class Dojo (KS1) or Microsoft Teams (KS2) daily by the class teacher. This learning will be a combination of live lessons, pre-recorded learning, tasks and challenges linked to reading, writing and maths along with one piece of topic learning three times per week.
- Feedback will be given on all learning posted to Tapestry or Class Dojo.
- Please read with your child daily and support them with practicing their times tables and mental arithmetic skills to support them as they return to school. Basic skills are also key and practice with spelling patterns and handwriting is essential.

- We ask that when a bubble has closed and pupils are accessing live lessons, they are wearing their school uniform.

If a longer term lockdown is in place, the following methods of engagement and feedback will be used:

- Verbal feedback from class teachers and teaching assistants during live lessons – teachers will stay on for the duration of the lesson.
- Feedback via the Assignment section of Microsoft Teams, where possible, following the school marking policy.
- A phone call home, each fortnight for all pupils and each week for pupils with SEND and all pupils who are not accessing live lessons.
- Differentiated learning for children with SEND will be in place via the assignments which are set.
- We intend to look into the use of “break-out rooms” during live lessons to support differentiated learning for groups of pupils to allow more opportunities for verbal feedback.

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

During a bubble closure:

- For all pupils, Reception to Year 6, we ask that pupils join via Microsoft Teams at 8:30am for registration. For any pupils who have not joined, a member of staff will send a Class Dojo message to the parent/ carer as per the school’s first day absence procedure unless a reason has been given in advance.
- The teacher and teaching assistant will be available to answer any IT-related queries to support children in accessing their learning.
- Ensure teachers who are isolating along with their bubble and who are fit for work will be available between 8:30am and 4pm to support with learning, give feedback and share next steps and praise with the children
- Ensure that teacher pass on any engagement concerns to the pastoral team in school who will make contact with families via phone or home visit where any concerns have been raised. Concerns will be shared over the phone or in some cases with a visit to the home (garden visits only).

For pupils who are self-isolating due to external exposure or returning from overseas:

- Contact between the class teacher and parent/ carer via Class Dojo or telephone if no internet access at least once per week.
- Ensure that teacher pass on any engagement concerns to the pastoral team in school who will make contact with families via phone or home visit where any concerns have been raised.

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 will have low-stakes tests and quizzes via Microsoft Forms links following a block of learning
- Feedback will be given in line with the school marking and feedback policy with positive praise and then next steps identified, via Tapestry (Reception) and Microsoft Teams

(KS2).

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: Children with SEND or specific needs will have learning differentiated, either online or paper based packs.

- All children with 1:1 support will be able to gain activities, challenges and feedback from their specific adult who, if the child is not in school, will also be able to log onto the learning platform.
- For speech and language therapy, individual programmes will continue for pupils in school; for pupils who are learning from home, these sessions will take place via Teams.
- The class teacher will remain logged onto all live English and Maths sessions to ensure that children with SEND or specific needs can access learning and that provision closely matches their timetable were they on site.
- For children with SEND or specific needs who are working from paper packs, a personalised, pre-recorded session will be available for pupils each Monday. They will have a designated teaching assistant who they can contact should they need any support with their learning. This member of staff will contact them weekly.

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 a child has to stay in quarantine for 10 days due to them or a family member testing positive for Coronavirus or if a child has to stay in 14 days' quarantine following an overseas holiday to a country not on the government's exemption list, then a pack of learning will be available on Class Dojo, along with a timetable and if appropriate, a reward and sticker chart. The teacher will be available to respond to messages on Class Dojo but feedback will predominantly be given to your child when they arrive back in school following their isolation. For those without internet access a pack of learning sent home each week.

As the class teacher will be teaching the rest of the pupils in class face-to-face, direct teacher input will be difficult. The teacher will endeavour to provide examples of learning in the resource pack which will include a combination of learning which has most recently been taught in school and new content which will be covered whilst the child is absent from school. It is important that pupils return their learning after their period of isolation to allow the teacher to identify any gaps within knowledge.