



# St Wilfrid's CE Primary School

## Remote education provision: information for parents

Updated January 2021

The planning and organisation of remote learning is no easy task, particularly when our teachers are also delivering lessons to our vulnerable and key worker pupils in school. Our teachers are learning to adapt and change as they go. Your support as parents throughout this year has been invaluable and I know that working together, we will find the right balance for us, our pupils and yourselves.

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

Should there be significant staff absence due to illness, there may be some disruption or changes to home learning. We will do our best to keep you informed about any changes.

I am sure that you are already aware of the ways you can keep your child safe online. Further helpful information for parents can be accessed here: <https://www.thinkuknow.co.uk/>

### **The remote curriculum: what is taught to pupils at home**

#### **A) What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

If your child is absent and/or awaiting a test or result (for example, if someone else in the family has symptoms of coronavirus) we will provide them with home learning activities via Google Classroom. These will cover the same learning objectives as the rest of the class in school as closely as possible. As far as is practical, whilst still teaching in school, the class teacher and/or teaching assistant will ensure that they have contact with you/your child during the day either by telephone or comments online.

If your child is absent because they have symptoms of coronavirus or they are unwell for any reason, we would expect them to be resting and not completing school work.

If entire bubbles are required to stay at home at short notice, we firstly ask that you bear with us as we take all necessary actions to prepare for a longer period of home learning. Information will be given either on a class/bubble or whole school level as appropriate.

**Please can parents can arrange to have a basic set of stationery on hand e.g. pencils, paper, erasers, ruler etc.**

**B) For extended periods of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

In the case of pupils self-isolating or there are local/national restrictions requiring most children to remain at home (other than those of critical workers etc.):

We teach the same curriculum remotely as we do in school wherever possible and appropriate. For example: some practical activities for younger children may be adapted for children to do at home or some Personal Social Health Education (PSHE) activities may not be suitable for home learning and alternatives will be offered.

This aims to ensure that learning is part of a well sequenced curriculum with meaningful and ambitious work set each day. In addition, children may return to the classroom confident that they have not missed out on what others have been learning.

For teachers, the challenge of teaching pupils both at home and in school is managed with the help of our teaching assistants.

**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:

|             |   |
|-------------|---|
| Key Stage 1 | *3 hours a day, on average, across the classes<br><br>For younger children this will include periods of self-led play and ideas will be given to parents to support this. |
| Key Stage 2 | *4 hours per day, on average, across the classes  |

\*The set work is designed to enable children/ parents some flexibility to choose when is the best time for them.

**We recommend that children do not have extended periods of screen time and take regular “brain breaks” over the home school day. 😊**

## Accessing remote education

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

The digital platforms we are using are Google Classroom (GC), Zoom and Class Dojo.

All children have been provided with log-ins and during the autumn term, all classes were setting homework on GC to allow children and parents to practise using this.

### 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 committed to helping support children to access remote education and ask parents to get in touch individually if you are experiencing difficulties. We have recently increased the ways you can do this via: **telephone/email/Class Dojo**
- Subject to availability, we will loan ipads/laptops for children who do not have access to these at home. Please contact us to have a chat about your needs **either by phone or bursar@st-wilfrids.lancs.sch.uk**
- We can support families who do not have an internet connection by referring them to schemes offering free/discounted internet access.
- In some cases we are able to issue any printed materials needed where children are unable access on-line learning.
- Children can submit scans/photos of work to their teachers if they do not have online access via **email/ /Google Classroom/Class Dojo**

## Our Teaching Approaches

### How will my child be taught remotely?

Parents and children's needs are at the centre of all our decisions. We understand that all family circumstances are different and that there can be no "one size fits all" approach. We have therefore tailored approach to include a mixture of the following remote teaching methods:

- **Recorded teaching** (for example: video/audio recordings made by class teachers, voiceovers for powerpoints)

This is particularly useful, since it enables children/parents to make their day work around tasks/timetable set. This helps families with shared use of laptops/ipads. Also, it helps children to pace their learning – they can pause recordings and listen again to explanations if they wish.

- **Live teaching** (i.e. online introductions or explanations of tasks/new content)

All classes are timetabled for two regular live 'zoom' slots per week with their teacher. We know that the children like to see their teachers/ classmates in person and so this can also be used for a variety of other things such as: feedback, individual support, refocussing/adjustment of tasks, words of encouragement and pupil wellbeing. Because there can be difficulties with live teaching, such as children not being available due to family circumstances or internet/connectivity issues we have decided not to rely too heavily on this approach.

The whole school also has a live opportunity to come together in our Friday Celebration Zoom Worship.

- **Recorded lessons** from external sources eg: Whiterose Maths/Oak Academy/ BBC bitesize
- **Recorded/Live Collective Worship** (Led by staff/children/ Reverend Susan/ Diocese/ NISCU)
- **Commercially available websites/Apps** ( e.g. Espresso/ Time Tables Rock Stars) supporting the teaching of specific subjects or areas, including relevant video clips or sequences.
- **Printed paper packs produced by teachers for use in exceptional circumstances (e.g. workbooks, worksheets)**
- **Textbooks and reading books pupils have at home**

## 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 absolutely recognise the significant pressures everyone is under and want to support you to as much possible so that your child/ren engage with remote learning and complete all tasks set. We also actively encourage children to maintain the good level of presentation of their work that we would expect in school. Children at home and in school are rewarded using our Dojo point system for a wide range of things. You may wish to adopt something similar to encourage your child further at home.

Class teachers and teaching assistants will be in touch with children and parents to check if any further support is needed, if any concerns arise. Similarly, we really encourage children and parents to contact us about any difficulties.

We are sure that you will encourage your child/ren as much as you can and are happy to offer advice about for example, uploading work or setting helpful routines to support your child's education.

Please remember that our remote learning is designed to support a wide range of family circumstances. Please don't worry about how you and your child are managing this – we know you will do your best to make it work for you, whatever this looks like.

**Please can parents can arrange to have a basic set of stationery on hand e.g. pencils, paper, erasers, ruler etc.**

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

Teachers/ Teaching assistants will be checking daily in order to monitor who is responding/engaging with the set work and who may need further support.

If concerns arise, staff will contact parents/children on an individual basis in order to see how they can help or tweak the learning arrangements. We understand that everyone's circumstances will be different. Welfare checks will take place where pupils have not been accessing live sessions and/or submitting work to see if any additional support is required. This is also part of our ongoing Safeguarding duties. Parents and pupils must adhere to the Virtual Meeting Policy.

Records of school to home contact will be kept on file for reference purposes.

## **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:

Teachers will provide feedback regularly, depending on the tasks set and level of engagement. Examples of the types of feedback they will use are:

Written comments on pieces of work either individually or whole class on Google Classroom (daily/weekly)

Responding to individual children's questions on Google Classroom (daily, where possible)

Responding to parents individual questions on Google Classroom/ Class Dojo

Verbal feedback via live sessions, Q and A etc.

Whole class quizzes

Class Dojo points

## **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:

Teachers will make learning accessible to all children. Across school, teachers will support by using a variety of strategies as appropriate and may include:

- Differentiating/Adapting work.
- Giving further on-line resources to support.
- Contact with parents/pupils by phone, email or Class Dojo to support as necessary.
- Sending home hard copies of alternative activities if required.
- Giving extra or more in depth feedback.

# *Frequently asked questions....*

**I have conference calls/client meetings all morning and will be unable to supervise my child's live sessions/learning. What should I do?**

*Don't worry. Look at the day's work set by the class teacher. Focus on reading; English and maths. Teachers have set work which can be completed offline. This work can be accessed and completed at any time during the day.*

**My circumstances have changed and we no longer have access to the internet. Can you help?**

*Yes. Please contact Mrs Frankland in the first instance and we will look at what support we can put in place.*

**My child has broken their laptop/tablet and we can't access the live sessions. Can you help?**

*Yes. Please contact Mrs Frankland in the first instance and we will look at what support we can put in place.*

**I need help using Google Classroom**

*Click here to view [Google Classroom Parent Guide](#)*