



Weston Village Primary School

Remote Learning: Information for Parents

Version 1.0

Staff/ Committee involved in development:	Thomas Cutts
For use by:	All staff, supply teachers, agency staff, trainees and volunteers
Policy relates to statutory guidance:	
Key related policies:	Curriculum Policy; Child Protection and Safeguarding Policy; Behaviour Policy
Reviewed by:	Curriculum and Standards Committee
To be reviewed in the light of operating experience and/or changes in legislation	

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Jennie Adlam, Chair of the Curriculum and Standards Committee

Signature: _____

Date: _____

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 where national or 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.

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?

Your child will have access to a full daily timetable of remote learning from the first day of learning from home, as described below. Over the first day or two, this timetable may lack content recorded by teachers and some live teaching.

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 and all key objectives are aligned. However, it has been necessary to make some significant adaptations to learning contexts in some subjects. For example, our PE curriculum, which requires substantial collaborative work and team activity, has been heavily adapted. Some aspects of our art and design and design and technology curriculum have also been adapted due to the need for specialist equipment and tools.

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:

Early Years and Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children and parents/carers can access our full remote learning offer via Class Dojo www.classdojo.com This is an interactive platform to which teachers upload a differentiated daily timetable, by 5pm of the previous day. Together with a clear and sequenced description of learning activities per subject, the timetable signposts resources that have been uploaded and hyperlinks to certain online resources.

All live lessons and other live sessions take place on Zoom www.zoom.us Access information is shared securely via Class Dojo and all live teaching adheres to principles set out in our Safeguarding policy.

Other online platforms are used as part of our remote learning offer or to complement it. Some of these can be accessed both via a web browser or through a dedicated app. These platforms include:

- Spelling Shed www.spellingshed.com
- White Rose Maths www.whiterosemaths.com/homelearning/
- ActiveLearn (Bug Club, Grammar Bug) www.activelearnprimary.co.uk
- Times Tables Rockstars www.ttrockstars.com
- Numbots www.numbots.com

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:

- Where possible, we will lend laptops or tablets to pupils. This is our preferred approach as it ensures that all children are accessing their learning in the same way and with equitable support and feedback. Parents/carers should contact the school via admin@weston.cheshire.sch.uk for more information.
- If necessary, teachers will provide printed versions of the online materials. These are available by agreement between home and school. Parents/carers should collect new materials and drop-off completed work once a week on an agreed day. As such, feedback will be given on a weekly basis.

How will my child be taught remotely?

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

All children will be taught in the following ways:

- Live teaching. This includes a daily registration session, which covers key teaching points for the day and extended maths or English teaching, as appropriate. It includes a daily live feedback session every afternoon for targeted feedback for individuals, small groups and the whole class. Finally, it includes other live teaching, as appropriate, such as a series of daily phonics sessions for Early Years children.
- Recorded teaching. On occasion, as appropriate, this may include Oak National Academy lessons. Teachers also upload recorded sessions to Class Dojo every day. These are used to frame tasks, provide a stimulus, model an approach, explain a presentation and ask key questions. Sometimes they may be used to directly address a misconception as a form of feedback.
- Uploaded, bespoke non-video lesson content, such as presentations, together with associated learning activities.
- Printed paper packs produced by teachers, which reflect the computer-based remote learning content, where required.
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Children are directed to appropriate and specific clips and activities via hyperlinks on their daily timetables.

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 can expect pupils learning remotely to:

- Be contactable during the school day – although there exist many acceptable reasons why any child may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents and carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it so that school can provide support and identify resources that they can point parents towards if they're struggling in other ways, including those to support pupil mental health and emotional wellbeing

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

- Teachers will maintain daily contact with the children in their class. This includes their interaction with work on Class Dojo and involvement in daily live sessions. Where necessary and where teachers have not had contact with children for a day without good reason, they will contact parents via Class Dojo message or a phone call to establish the reasons and offer support.
- Teachers are expected to respond to emails, Class Dojo messages and phone calls from parents within the working day. Teachers are not encouraged to respond to parents outside of these hours.
- Where children are not completing work, teachers should engage in dialogue with parents in the first instance. Every child's home situation may differ and it is necessary to establish any barriers to accessing home learning before deciding what action to take. The most common course of action will be working with parents and children to support an agreed aim.

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 expected to upload completed work to Class Dojo. Through this platform, teachers are expected to provide constructive written feedback in relation to learning objectives and other non-negotiables such as aspects of spelling, grammar and punctuation as well as written presentation.
- Teachers have dedicated time throughout the day (up to 3.30pm) to deliver this feedback. Some self-marked work may only require Class Dojo approval, to acknowledge that the teacher has seen it. Other work, particularly written work, may require specific developmental feedback.
- Teachers will provide a daily live feedback session for the purpose of providing tutorials for individuals and small groups of children. Children are identified based on uploaded work, engagement and general interaction and invited by teachers. Where possible, these sessions should also address commonly held misconceptions and thus mirror our in-school approach to whole class feedback as an alternative to less impactful and more time-consuming individual written feedback.
- All aspects of feedback will be kept under constant review. Any changes to approach will take into account the impact of potential feedback on learning and the impact on teacher workload.
- Children who upload work during the school day will receive feedback that day. Work that is uploaded in the evening will receive feedback on the next school day. Children who are accessing learning via prepared paper packs will receive feedback once per week, when completed work is returned to 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, 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:

- how you work with families to deliver remote education for pupils with SEND
- Where children with EHCPs are required to stay at home, their teacher and 1:1 teaching assistant will provide additional support in accordance with their particular needs and targets. This will take the form of 1:1, bespoke live sessions.
- Other children with identified needs and who would access a form of intervention in school will have access to similar intervention remotely. This will take the form of 1:1 or small group live sessions, led by a teacher or teaching assistant.
- Where parents have barriers to supporting their child with their remote learning, school will work with them to find solutions, which may include modified or prioritised tasks or additional live interaction.

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?

Children in these circumstances will still be provided with a daily timetable which reflects what the children are being taught at school and provides a well-sequenced, meaningful and ambitious curriculum. They will use the same platforms as outlined above and receive daily feedback. Children who require paper packs will be provided with these as described above. Teachers will be unable to provide live teaching and other live sessions. It is likely that in most instances externally sourced recorded material, such as content from Oak National Academy, will be used instead of content recorded by teachers.