

Remote education provision: information for parents



Wedmore First School Academy

This information is intended to provide clarity and transparency for our parents / carers and pupils 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 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?

Following the first few days of remote education, your child will be taught broadly the same curriculum as they would be if they were in school. However, we have needed to make some adaptations in some subjects. Please see our document: **Provision for Tiers of Partial School Closure** for detail on this.

Remote teaching and learning- How long can I expect work set by the school to take my child each day?

The remote education provided is designed to be equivalent in length to the core teaching pupils would receive in school and will include pre-recorded or live direct teaching, plus time for pupils to complete tasks independently from tasks set on Class Dojo. In line with DfE guidelines, we anticipate that remote education (including remote teaching and independent work) will take your child broadly the following number of hours each day (see the table below). Please be mindful that this time allows for the reading/ discussion/preparation and reflection on a piece of work. Rather than anticipating that your child should be physically writing for this length of time. Please ask your child's class teacher for further guidance around this.

Foundation Stage	Reception This is not specified by the DfE for EYFS
Key Stage 1 3 hours a day on average across the cohort, with less for younger children	Year 1 Approximately 3 hours
	Year 2 Approximately 3 hours
Key Stage 2 4 hours a day	Year 3 and 4 Approximately 4 hours

NB. Slight variation in time over the week

Accessing remote education:

How will you and your child access our online remote education?

The online tools or digital platforms that we are using, either for delivery or for assessment are Class Dojo, Google Drive, Website, Zoom, Microsoft Teams

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 of our families / pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- laptops may be hired from the school to pupils. We have taken this information from previous surveys and phone calls to you, but please would you notify the office via email if you find that you require this service at any point
- we will contact parents/carers where we can support with internet connection following DfE guidelines, and direct parents or carers on how to find more information
- resources are made available for you per year group (boxes containing stationary and weekly work are kept in the school car park for collection)- families are notified of this option via Class Dojo
- pupils (parents/carers) can submit work to their teachers via the collect and return option above

How will my child be taught remotely?

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

Below are some of the remote teaching approaches we will be using. We will always provide you with instructions for use, but please ask for support and advice on this at any time:

- Zoom live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, Zoom video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets, home learning support packs)
- textbooks and reading books pupils have at home and online links to further resources e.g. Oxford Owls, Epic Reading, Read Write Inc and Big Cat
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. White Rose maths
- long-term project work and/or internet research activities as appropriate to extend the learning / encourage independence
- we are differentiating our provision to remote education as much as possible.
- we are also working to develop particular skills that are 'easier' to progress at home.
- our weekly timetable includes other subjects apart from maths and English (including phonics and spelling) however this is our predominant focus.

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?

- expectations for your child's engagement with remote education are that it follows the daily provision. We recognise that families will need to find a timetable that suits them to achieve this, as much as possible. Therefore a weekly timetable is supplied for each class, in advance
- our provision aims to encourage independence in learning daily as well as requiring some support to be able to complete tasks that are set for them

- our advice is to look at the overview of the work this will give a clear idea of what the children are required to do for the day and this will help to find a balance of support and independence for your child.
- expectations of parental support include setting routines to support your child's and that there will be a balance of school work and breaks
- to ensure that your child has access to the resources they need. School will offer support for you to achieve this.
- please send the completed work back via Class Dojo portfolio or the work box in the school car park as is relevant to your child's way of working
- we look forward to offering feedback marking and to celebrating children's achievements with you

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

Our aim is to reach out to you in a supportive and constructive way by working together as a partnership to support the children's learning:-

- pupils' engagement with remote education will be checked daily on Class Dojo and weekly if submitted via the car park work box system
- we will check portfolios and submitted work in paper form, providing pupil feedback, next steps and messages on Class Dojo. Please remember that this platform is a two way messaging service and that if you are stuck in any way that this is the right place to seek advice/ ask a question
- if there is a concern we will contact you to offer support and find ways to increase the ease and frequency of engagement in learning
- via phone calls (but this will also be employed to share and promote good things!)

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 / tests marked automatically via our digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work includes the following:

- Class Dojo praise, constructive comments and next steps
- weekly spelling tests
- check ins on live zooms
- daily acknowledgement of work submitted and weekly reviews to plan for next steps as a class

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 you to support those pupils in the following ways:

- we will work with you to deliver remote education for pupils with SEND and this may include differentiated work and resources (which can be provided by the school)
- we will facilitate for 1 to 1 Zooms which are in addition to or in place of the whole class provision, with your child's key worker (who will work in liaison with the class teacher to discuss/plan appropriate learning and to pre-tutor/ revisit previous lessons. This may also include remotely delivering some parts of a child's EHCP included in Section F Special Educational Needs Provision
- we will provide weekly well-being phone calls with a linked member of staff (e.g Class Teacher, SENCO or Inclusion Manager)

Support for remote teaching and learning for our youngest pupils

We have a similar timetable for our EYFS pupils which schedules a relevant and age appropriate approach to teaching and learning. Please see our separate timetables on our **Provision for Tiers of Partial School Closure** document.

If my child is not in school because they are self-isolating, how will the remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the 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. Please see our **Provision for Tiers of Partial School Closure** document and our Zooms provision document.