

Remote Education Provision

Updated: September 2021



THE WEST PARK ACADEMY

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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 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?

All children in Year 1 to Year 6 have login details for Microsoft Teams (children use their Teams account regularly to access home learning to ensure they remain confident in using this platform). Learning is immediately uploaded to this platform for the children to access and complete. In the event of difficulties accessing Teams due to lack of devices at home or internet, school will provide paper-based work packs initially whilst these issues are resolved. Paper based learning packs will be delivered to the child's home and will mirror the work that has been uploaded online. However, school will look to remedy these problems by loaning devices where necessary so that all children can access supporting materials e.g. Powerpoint presentations.

In Foundation 1 and Foundation 2, remote learning will be provided through Tapestry and Class Dojo. Once again, paper-based learning will be provided initially if children are struggling to access learning.

All children will have blank workbooks and a basic set of stationery to ensure that work can be completed.

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, some planned units of work or individual lessons may be altered due to the need for specialist equipment e.g. Science lessons which require equipment that children are unlikely to have at home. Otherwise, our overarching aim is to provide the same curriculum to ensure that children do not fall behind.

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 to 4 hours
Key Stage 2	4 to 5 hours

Accessing remote education

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

Microsoft Teams (Year 1 to Year 6)
Tapestry (Foundation 1 and 2)
Class Dojo (Foundation 1 and 2)

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:

In the event of children having difficulties accessing online learning at home, we will take the following steps:

- If the issue relates to a lack of devices at home, school has a substantial number of devices that it is able to deliver to a child's home. To request a device, parents simply need to call the school office on 01623 460274. School will ensure that a device is delivered on the same day as the request. A teacher from the child's year group will make contact with the parents to ensure that you know how to use the device and what the expectations are for submission of work.
- If devices are available at home but this issue pertains to internet access, parents can contact school and ask for Mrs Sally Bowler (Child and Family Liason) who will look to resolve this issue by supporting parents with data packages. If it is not possible to do this, paper-based learning will be provided until connectivity can be resolved.
- In terms of work submission, we offer a range of different methods to ensure that all children can receive feedback on their work. The main expectation for children in Year 1 to Year 6 is that they submit their work through Microsoft Teams or by answering quizzes posted by the teacher. If students have difficulty with this method, we ensure that all children have a lined and squared work books that they can use. If the child uses the work books, parents can take a picture of the child's work and submit (if they find this easier than submitting Word documents) or they can request that staff members collect the books. If staff members have to collect the books, feedback may be delayed. If work is submitted online, children will receive feedback on the same day as submission if they submit work before 5pm. In Foundation 2, children are only expected to complete work in books and parents submit photographs of the work. It is also often appropriate in Foundation 2 for parents to take photographs of children completing an activity and submitting this as evidence.

How will my child be taught remotely?

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

Our remote learning strategy contains 3 different approaches:

- Recorded teaching – Our core strategy is to provide recorded teaching for the children to access. For each subject (English, Maths, Reading/Phonics, Spelling and one of Science/History/Geography etc), teachers will provide a recorded video providing information and explaining the task. To ensure that the recordings are similar to teaching inputs in school, teachers will ask questions and ask children to pause the video to consider their ideas. Often, teachers will use a Powerpoint or Smart Notebook presentation and record themselves speaking over the top of this. Once again, teachers will ask children to pause the video to allow time to think.
- Live lessons – Due to the need for many children to share devices at home, we limit our use of live lessons as it can be difficult for children to access. However, in the event of a year group isolating, live lessons may be used instead of recorded lessons due to the fact that staff will be available to deliver live lessons and it is unlikely that devices will need to be shared at home.
- Printed work packs – These are used as a last resort as we feel that it is much more difficult to 'teach' using these packs and work can become a series of tasks. However, we will take into account all individual circumstances and will provide paper-based work packs if we are satisfied that the child's learning will not be affected.

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?

Learning away from the school environment can be challenging due to the range of distractions present at home. As a result, the key role for parents is to help create a structure or routine that ensures children have the best chance of learning effectively. Aim to set a timetable for the day that ensures children will have sufficient time and space to complete the work set. Be mindful of the fact that learning alone is very different to learning in a full classroom as there aren't the same opportunities for discussion and collaboration. With this in mind, try to plan learning times in small chunks. In terms of supporting your child's learning, remember that school are aiming to provide all materials that the children need. You should look to support your child where possible (without completing any work for them) and remind them of the importance of trying their best.

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

On a daily basis, teachers will check and log which pieces of work each child has completed and will take the following actions:

- **If your child is completing all work or the vast majority of work** – The teacher will provide daily feedback through Microsoft Teams. Weekly safeguarding phone calls will take place with parents to discuss how your child is getting on.
- **If your child is completing some of the work (1 or 2 pieces per day)** – The teachers will provide feedback through Microsoft Teams whilst also encouraging your child to complete all work. If this persists for more than 2 days, the class teacher will contact parents by telephone to discuss strategies to support their child and find out if there are any barriers.
- **If your child is completing none of the work set** – We will contact you after the first day that none of the work has been completed. We will discuss barriers, particularly the availability of devices and internet connection, and aim to find solutions. We will continue to maintain close contact to ensure that we can support you in making sure that sufficient work is being completed.

How will you assess my child's work and progress?

Similarly, to in school, teachers will closely assess the children's work against the success criteria set. They will then provide feedback through the chat function on Microsoft Teams. If work has been submitted before 5pm, we guarantee that feedback will be provided on the same day. This daily feedback will form part of the ongoing assessment of your child's learning (as it would in school).

At times, the teachers may also set quizzes on Teams to assess children's understanding of specific units of work. We would ask that you allow your children to complete the quizzes independently so that we can ascertain their understanding.

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:

- For children with SEND, we will initially speak with parents on Day 1 and discuss a bespoke programme which will meet the needs of your child. Depending on the child, this may simply mean a personalised programme of learning that can still be accessed through Teams. However, it may be necessary to provide paper-based learning as we are aware that some children with SEND struggle with learning on screen. We would also ensure that regular phone calls take place between school and home, particularly if the child is not accessing learning online.
- For younger children (Foundation 2), the process of remote learning is made easier through use of Class Dojo. Rather than the emphasis on the child, by using this platform the emphasis is on parents to support children's learning. The main focus for younger children will be on phonics, early reading and maths. Due to the fact that parents will be required to provide more support to younger children, we will provide videos that support parents as well as the recorded lessons that older children access. For example, daily videos will be posted helping parents pronounce sounds correctly in phonics sessions. Work is submitted through Class Dojo and feedback is given using the messaging service on Class Dojo.

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?

Due to the fact that the child's class teacher will be teaching their class in school, the expectations for daily recorded lessons cannot be maintained. As a result, teachers will use the teaching materials they are using in school and provide these for isolating children. To support the children with their learning, teachers will aim to provide instructional videos. Once again, children will be expected to submit work through Microsoft Teams and teachers will provide daily feedback.