



## Remote Education Provision at Wood End: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/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 document.

### 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?

Immediate remote education may include:

- Worksheets or a workbook.
- Set tasks relating to the current topic on Google Classroom.
- Packs of resources.

#### 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, where specific resources are needed such as art, we may make adaptations to the tasks set to remove the need for equipment and resources that parents may not have access to at home.

### 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: Three hours a day on average across the cohort, with less for younger children (Foundation Stage).

## Accessing Remote Education

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

Access to the remote education will be via Google Classroom. Each child will have their own username and password.

### 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 will encourage parents to contact the school if they do not have access to a device or the internet at home.
- Devices will be lent to families who require them where our resources allow (being an infant school, we are not eligible for government funded devices). Parents will be asked to sign a user agreement for the loan of school devices.
- School will provide printed packs of resources to supplement the online learning.
- For specific children with Special Educational Needs, where online and live lessons are not appropriate, packs of alternative activities will be supplied.
- If families do not have internet access, then the school will discuss with them whether it is more appropriate for their children to attend school in person under the classification of 'vulnerable'.

### How will my child be taught remotely?

We will combine a range of approaches when teaching remotely. Where possible, the majority of teaching for Key Stage 1 will be by live lessons. Recognising the age of the children in our school particularly in the Foundation Stage (Early Years), this may not be appropriate all of the time.

Some examples of remote teaching approaches that we will use at Wood End:

- Live teaching (online lessons) for Maths, Phonics and English.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books pupils have at home or reading books available online.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Live assemblies for collective worship.

## 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 expect children to engage with all of the live lessons and where this is not possible we expect parents to let us know what the barriers to this are so that we can work with families to support them.
- In the same way that we expect parents to bring their children to school on time and support the learning in the classroom, we expect this with online learning too; being punctual to lessons, assisting children to upload their work and communicating with school if there are any issues or barriers so that we can resolve them for families.

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

- The teacher will keep a daily record of attendance at live lessons and will monitor if work is being uploaded.
- Where children are not attending and work is not being uploaded, the school will contact families to have a discussion as to why this is not happening.
- The main aim of the school is to ensure all children have access to teaching and a well sequenced curriculum.

**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:

- Verbal feedback during live lessons.
- Discussions with parents/carers either at the 1.00pm daily check in session or via Marvellous Me, email or phone calls.
- Feedback on work via Google Classroom.

## **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:

- Providing physical packs with cognitively appropriate activities for the children with suggested timetables.
- The school will seek advice and support from external agencies such as Inclusion & Intervention at Milton Keynes Council and the NHS Speech and Language Service, with regards to supporting children with additional needs to access remote education.

## **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 pupils are self-isolating there will be daily work set for the duration of the self-isolation period. The work will be linked and closely aligned to the themes and topics being covered in the classroom.
- The work will be uploaded on Google Classroom. Parents can be loaned a device if they require one for their child.
- Where families have no internet access, physical packs will be supplied.