Woodside Remote education provision: information for parents

This information is intended to provide clarity and transparency for you, as parents or carers and pupils, about what to expect from remote education during this current lockdown and if restrictions require entire bubbles to remain at home in the future.

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?

- home reading activities (using additional time during the day for additional independent reading

- home spelling/phonics activities using the weekly list of spellings or reinforcing a particular rule or phonetic sound

- mental arithmetic/times tables practice

- printed English/maths worksheets to practise and reinforce skills already taught

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, there may need to be some adaptations in some subjects due to the circumstances under which we/the children are working. English work set will be taught around genres that have already been taught. PHSE work will be set around topics that have already been covered and PE will be adapted to take account of the home environment.

See separate sheet for 'Daily work schedule January 2021'

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 around 3 hours each day. This may be less for reception and Y1 class. Children are expected to work every school day and to submit their work to their teacher between 8.00-5.30 wherever possible.

Accessing remote education

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

Key Stages 1 and 2 will access learning via Google Classroom.

Reception will access via Tapestry

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:

- the loan of a school chrome book

- paper copies of work (provided where possible)

- Based on the information previously requested from parents, Chrome books can be loaned where there is no device in the home. This can be arranged via the school office ring 01827 715507 or email admin@woodside.heartwoodmat.co.uk
- The school will provide printed copies of work set for those children who are unable to access Google classroom /Tapestry
- Completed printed copies of work should then be returned to the school office for marking at least on a weekly basis. Parents should email the school if there are any difficulties completing the work
- Exercise books and pencils are available from the school office if required

How will my child be taught remotely?

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

- recorded teaching (e.g. White Rose lessons for Numeracy, Oak National Academy lessons, video/audio recordings made by teachers)
- live lessons from 18th January 2021
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home/ have been sent home with
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or internet research activities
- Regular Collective Worship
- Regular storytime

Engagement and feedback

What are the expectations for my child's engagement and the support that we as parents and carers should provide at home?

Younger children and children with special educational needs may require more support than older children who will generally be able to access work more independently, with less adult support.

- expectations for pupils' engagement with remote education are the same as they would be in school:

- careful listening/reading for the learning

- good focus and concentration for tasks and activity time

- work of the very best quality

- time for reviewing and checking work

- it is important that as parents/carers, you set clear boundaries and routines to enable your child to work effectively at home. He/she will need a quiet space which is free from distractions so that they are able to fully focus on learning and the tasks set. Following a timetable/times similar to those used in school, will help. Regular breaks are important, too so that your child has time to relax and prepare for the next learning session and has time away from the screen.
- All pupils are expected to complete all of the work set each day and to inform school if there are any reasons for work not being completed so that advice and support can be given.

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

- A child's engagement with his/her work will be checked by school staff daily
- You, the parent/carer, will be contacted as soon as possible, by telephone or email, (or letter if this has not been possible) where there are concerns regarding your child's engagement with their work

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

Our approach to feeding back on pupil work is as follows:

Feedback will be given at least every few days, more frequently where it is practicably possible. This will be done in a variety of ways, including:

- whole-class feedback
- an end of task/unit quiz or assessment
- individual feedback- some work will be marked and individual feedback given for the children to respond to by editing and improving
- additional and/or follow-up tasks and activities to support and reinforce learning
-live sessions to address misconceptions following a lesson

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 endeavor to ensure that the work set is accessible to the children in their class
- The SENDCo will provide additional check-in phone calls for those children with an EHCP
- Practical activities and games will be included in the remote learning – alongside reading, maths and phonics for children in reception and Year1.

Remote education for self-isolating pupils

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

Wherever possible, work will be posted on Google Classrooms and will be broadly in line with the work being done in school. This will enable effective communication between your child and his/her teacher, allowing opportunities for feedback and support where appropriate.

Paper packs will be provided where it proves difficult for a child to access work online. Your child must bring this back to school, completed, on the day of his/her return.

The named persons in school for overseeing Remote Learning are:

Awen Simpson – Headteacher

Michele Sandland – Deputy Headteacher