



Wellesley Park Primary School

Remote education provision: information for all parents

18th January 2021

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This information is intended to provide clarity and transparency to pupils and parents, or carers, about what to expect from remote education, if local restrictions require entire cohorts (or bubbles) to remain at home.

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?

The blended learning timetable is posted on Class dojo the week ahead of learning, for all children to access, should they need to self-isolate. From the day and thereafter, your child's teacher will post a pre-recorded video where they will:

- * explain the timetable for the day with additional information to support learning
- * set out the expectations for your child's involvement
- * remind children how work will be set, handed in and marked
- * how they can access extra support, should they need it.

Children can expect a full, timetabled day of learning, from day 1 of any, self-isolation period.

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 will teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations, in some subjects. For example:

- Art, DT, Science, PE - where resources are not available at home.
- Where a task requires lots of discussion the teacher may amend it, to make it more suitable for remote learning.

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:

EYFS: 3 hours

Key Stage 1 (Year 1 & 2): 3 hours

Key Stage 2 (Year 3, 4, 5 & 6): 4 hours

The timetable for the day will match that of children in school, and individual support will be available during normal school hours.

If children are unable to complete the learning tasks they are set, then they (or parent/carers on their behalf) should discuss this with the class teacher.

Accessing remote education

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

- Daily pre-recorded sessions to introduce the learning tasks for the day ahead.
- All children will access their online lessons using Class Dojo.
- Children will be able to ask questions and request support during the day using chat and, if appropriate, small groups of children *may* receive additional live teaching in order to help their learning.
- Children will continue to be rewarded for their effort and achievement using Class Dojo and parents and carers may message teachers using this platform, as usual.
- A weekly whole school assembly, led by Mrs Wilkins, will be uploaded for all children to embed the sense of belonging for those in school and at home.

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:

- Wellesley Park Primary School has a limited number of devices that they can offer to pupils, on a short-term loan basis. Due to the limited number, these devices can only be loaned (one per household) if there are no other suitable devices in the household that are appropriate.
- Vulnerable children will be identified and offered a laptop, as well as parents being able to contact school if a device is needed. Parents/carers will be asked to sign a loan agreement. Once this is signed and approved, school can give you a device for the period with which your child is isolating.
- Parents can request printed packs of work and any associated stationary, directly from the class teacher. Parents/pupils can submit work via photos on to class dojo or submit in person.
- We will provide parents with the following government document: **Increasing data allowances on mobile devices to support disadvantaged children** and support them with accessing this. If you would benefit from this Government initiative, please contact Mrs Froud, via the school office, for further information.

How will my child be taught remotely?

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

At Wellesley Park, we will use a combination of approaches to teach pupils remotely:

- Printed paper packs produced by teachers (e.g. workbooks, worksheets, stationary, etc.)
- Daily pre-recorded sessions to set the learning tasks for the day and to answer any questions.
- Recorded teaching from Government recognised contributors (for example, Oak National Academy lessons, BBC programs, Bitesize videos, WhiteRose Maths)
- Your child will continue to use the range of online tools that they are familiar with and use in school such as: TT RockStars, Accelerated Reader, Phonics Play
- Remote intervention support (via telephone or via TEAMS)
- A daily, pre-recorded, class 'Read Aloud'
- Our values curriculum will continue to be taught, with a weekly whole school assembly, led by Mrs Wilkins. This will be uploaded for all children to embed the sense of belonging for those in school and at home.

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?

- It is our expectation that all pupils engage with their remote education and send completed work to the class teacher, via their portfolio on class dojo. The children have opportunities throughout the day to ask questions and clarify any misconceptions about their learning tasks.
- We recommend that parents:
 - have a set routine for the day to support their child's education
 - monitor children's safe access to the internet
 - monitor your Class Dojo account for messages and updates from school and your child's teacher
- Daily reading is actively encouraged and could be completed at any time of the day
- Depending on the age of the child and the learning set, some work will need to be supported by parents/carers, while other challenges will be able to be completed independently.

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

- Uploaded work will be checked daily, via class dojo portfolios, by year group staff. Routine checks of pupil engagement will take place by the class teacher(s), where they will monitor children's completion of work to ensure that tasks are completed.
- If there are any initial concerns then a reminder will be sent, via class dojo or telephone contact, to offer support. Concerns will be logged on CPOMS with relevant staff.
- Teachers/Teaching assistants will make weekly phone calls to parents, to offer support and guidance where required. These may be daily depending on the needs of the pupil.
- Over-time, if there is little evidence of engagement with remote learning then the child may be offered a full-time place in school, if there are clear reasons, which justify this as a necessity, to ensure that no child is disadvantaged.

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:

At Wellesley Park, the methods we will use to assess and feedback on pupils' work include:

- Completed work can be posted on individual class dojo portfolios, where teachers may provide a brief positive comment or small next step.
- Whole class feedback can be provided via class story or as a pre-recorded session, if appropriate.
- Low-stake quizzing will be introduced, in the next few weeks.
- Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception in a virtual live meeting.
- Weekly contact will provide the opportunity to discuss your child's needs (they may be daily in some circumstances).

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:

- We will ensure that where possible, school places for these children will be made available.
- Learning tasks will be differentiated as usual, in a way that supports pupils, by their normal year group staff.
- Children who require additional support have been identified and additional contact will be made by their year group staff, to support the child and their family.
- There is some pre-recorded teaching for key areas of learning in Reception and Year 1.
- Pastoral support is always offered to those children/their families who need it.
- Please contact our SENDCo, Mrs Hartley-Criddle, via the school office – either by phone or email, if you would like to discuss the needs of your child and how they will access remote learning.
- Other professionals may be asked to provide further recommendations and offer support.

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?

Wellesley Park will continue to:

- Provided a weekly blended learning timetable – which is posted on Class Dojo. The learning will be well-sequenced with meaningful and ambitious work and will mirror the learning in their class/year group.
- The class staff responsible for a self-isolating pupil, will ensure that there is close communication via dojo or phone calls to provide feedback on work submitted.
- Children/their adults can request additional support, if required, and adults in school will respond, when they are available.