

# 2021 - 2022

## Remote Learning Policy



Wellesbourne Primary and Nursery School

*Living to Learn, Learning to Live*

## **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 if 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?**

Initially children will be sent home with work related to their current curriculum, this may be in paper form and will include a reading book, spellings and other forms of physical work to 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 endeavor to 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, the availability of texts online and the adaptability of some worksheets to be completed online. We will use link videos where explanations are needed and make use of Google Classroom so that teachers are available for feedback and further explanations

### **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:

**Reception – 2 hours per day**, including speaking and listening activities offline, engaging in role play etc.

Reading – 20 mins per day (Oxford Owl or Lexia)

Phonics – 20 mins per day (Tapestry, Google Classroom)

Activities set by teacher – (Focus maths or writing) 40 mins

Physical Development (away from screen fine and gross motor skills) – 40 mins

**KS1 – 3 – 3.5 hours per day**

Phonics – 20 mins per day

Reading – 20 mins per day (Oxford Owl, Lexia or Epic Texts)

Handwriting – 15 mins per day

Activities set by Teacher Via Seesaw – 2 sessions of 40 mins, English and Mathematics

Non-Core Activity set by class teacher via Seesaw – 1X 40 min session

**PLUS**

Physical Education set 2X per week

Music/ ICT activity per week 1X

PSHE 30 mins activity

Spanish 30 mins per week

**KS2 – 3-4 hours per day** including time doing physical activities off line

Reading – 30 mins per day (Oxford Owl, Lexia or Epic Texts, home readers)

Handwriting – 15 mins per day

Activities set by Teacher Via Seesaw – 2 sessions of up to 60 mins, English and Mathematics

Non-Core Activity set by class teacher via Seesaw – 1X 60 min session

Physical Education set 2X per week

Music/ ICT activity per week 1X

PSHE 40 mins activity

Spanish 30 mins per week

All Key Stages have a PSHE assembly weekly either live or recorded and a live praise assembly Friday mornings.

## **Accessing remote education**

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

All of our children have been given a Seesaw account (Y1-Y6). They have been sent home information on how to log in and also experienced this in class.

Once in Seesaw they will receive daily links to Google Classroom meets.

EYFS use Tapestry and also links to Google Classroom.

Times Tables Rockstars

Education City

Lexia (Targeted Pupils)

### **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:

- School has sought information on those families who don't have access to devices. This has been done on Wellesbourne Parent App and is still available as a completion form.
- Devices have been loaned to those families who need them, laptops and android tablets have been issued.
- We can offer support for those who do not have access to the internet, please call the school office 0151 226 9765 for further information or see Wellesbourne Parent App.
- Printed packs of work are available via the school office, if you require one please call the office on 0151 226 9765.
- Work can be brought back to the school office once complete and another pack will be given.

## **How will my child be taught remotely?**

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC Bitesize Lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **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?**

In this section, please set out briefly:

- We expect children at home to be logging into their Seesaw account on a daily basis unless otherwise instructed by the class teacher
- We expect parents to support their children logging in and to establish a routine of engagement

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

In this section, please set out briefly:

- Engagement online is monitored on a daily basis by class teachers and by senior leaders on a weekly basis, if there is no/little engagement parents will receive a call from a member of the senior leadership team, this is part of our safeguarding procedure and also to see if school can assist in any way.

### **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:

In this section, please set out briefly:

- Teachers will leave comments on work submitted daily
- Teachers will feedback to groups any concerns regarding misunderstanding or shape misconceptions via Google Classroom meets.

## **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:

In this section, please set out briefly:

- Work will be differentiated for pupils with SEND
- Teachers engage with parents of those who need more support on a 1:1 basis often carrying out extended video conferencing calls to support parents
- Tapestry is used for our younger children (EYFS) this gives a 2 way conversation between educator and parent further supporting our younger children's needs

## **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?**

A child who is self isolating and well enough to take part in lessons is expected to join into our remote learning curriculum. Work packs will be sent home that reflect what is being taught in the classroom. There is little difference in the approach.