



WASHWOOD HEATH ACADEMY

PRIMARY

**RECEPTION, KEY STAGE 1 AND KEY STAGE 2
REMOTE GUIDE FOR PARENTS**

JANUARY 2021

Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

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?

We are fortunate to be in a position to offer remote education almost immediately in the event of pupils being sent home. Pupils may be sent home with a work pack to make the transition between school based learning to remote learning as smooth as possible.

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. We are making use of The Oak Academy resources and teaching materials that are available online, and endorsed by the Department of Education. There may be a change to the intended order of the topics that will be taught in Spring 1 to reflect the availability of these topics on The Oak Academy website. This means that some material that would have normally been taught in the Spring Term, will be covered in the Summer term instead. This will differ one year group to another.

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	Teachers will be providing 3 hours worth of work a day for Key Stage 1. This includes interacting with teaching materials, completing the activities independently and accessing the many online resources we have made available.
Key Stage 2	Teachers will be providing 4 hours a day for KS2. This includes interacting with teaching materials, completing the activities independently and accessing the many online resources we have made available.

Accessing remote education

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

Class Dojo

Class Dojo is the online platform we are using to facilitate our Remote Education offer. Work will be set via your child's 'Portfolio'. They will be able to access the activity, along with any explanations the teachers have provided. All parents have been invited to join Class Dojo and are able to access all online learning via this platform. Parents also have access to Homeroom app where extracurricular activities will also be provided. Where parents are not connected to Class Dojo the same work will be provided through a pack delivered at regular intervals via post or home visit. Efforts will continue to be made to connect these parents to Class Dojo.

Oak Academy

Oak National Academy was created in April 2020 as a rapid response to the coronavirus outbreak. There are nearly 10,000 lessons and resources that cover a wide range of subjects, from Early Years Foundation Stage to Year 11.

Each lesson is around an hour-long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. There is no login or password, you can access lessons on any device, and pupils only need materials they can find at home. We are using Oak Academy to assist in the Remote delivery of our existing curriculum. Teachers will provide links through Class Dojo directly to the appropriate videos, activities and resources. Where a response from your child is required, children will be able to submit any work they complete through their individual 'Portfolio'.

White Rose Maths

White Rose Maths provided the curriculum content and sequence we were following before lockdown. The online resources allow us to continue progressing through the curriculum content largely as we would have in normal circumstances, but with some small adjustments. Teachers will provide links to the teaching materials they want you to access through Class Dojo, and your child's responses will be submitted in your child's 'Portfolio'.

Online Resources

Teachers will also direct children to complete work on one of the online learning resources we have available. These are Mathletics, Timestable Rockstars and Oxford Reading Buddy.

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:

Staff are making regular calls home to make sure that everyone in your family is safe and well. Please use these calls as an opportunity to share any problems that you may be having accessing the work on Class Dojo. If your family meets the specified criteria, School is in a position to help with providing iPads so your children can access Class Dojo, or in some circumstances offer your child a position in school. If you require an iPad, you must notify a member of staff at the earliest opportunity. Chargers will also be provided.

Teachers are in the best position to provide assistance with any difficulties you may be having, so please don't hesitate to message them on Class Dojo with your questions or concerns. In addition, there will always be a member of SLT present in school during any isolation period or national closure, and will be able to provide real time tech support and advice.

There is no need for any of the work set by the teachers to be printed out. Children can often respond using the touch screen interface of their device straight onto the activity the teacher has uploaded in your child's Class Dojo Portfolio. Where responses on sheets may be required, individual class teachers have delivered packs to homes in the first days of this most recent lockdown.

If you have expressed the desire to access our Remote Learning provision without using the online resources, arrangements will be made with the individual class teachers or teaching assistants to organise a convenient time for the completed work to be collected, feedback given and new work provided.

For more information about accessing data to supplement the data allowance you already have, please go to the home page of our website and click the Remote Learning – January 2021 button.

How will my child be taught remotely?

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

Remote Education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital Remote Education: often known as online learning. This is remote learning delivered through digital technologies. This is primarily how we will be delivering our remote learning provision, although in some circumstances packs of work have, and still can be, provided.

Synchronous education: this is live, and will be included in our suite of approaches.

Asynchronous education: when the material is prepared by the teacher and accessed by the pupil at a later date (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Times table Rockstars, Oxford Reading Buddy)

Printed paper packs produced by teachers, who then direct the children to particular activities within the pack.

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 the children to engage with all aspects of our remote education provision. Activities will be set daily, and despite our expectation that the work is completed on the day it is set, it is possible to go back to previous learning opportunities and complete them at a later date. Class Dojo allows for teachers to monitor engagement, whether it is after the day the work is set or not.

All teachers have provided you with a weekly timetable, allowing you to discuss the week ahead with your child and perhaps prepare for some lessons in advance. In addition to this weekly timetable, a daily timetable will be made available on your child's Class Story. This breaks the activities down for the day, and provides easy to follow links to the online resources and teaching materials.

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

Teachers will monitor the engagement of your child daily. This engagement is recorded and subsequently analysed to help us better understand those children who are engaging regularly, and those who may need a little extra support.

Teachers will explore any issues with engagement through the safe and well-being calls that are being made regularly. If engagement remains persistently low, in the first instance a letter home may be sent from the Senior Leadership Team. This may be followed by a phone call home. The purpose of this communication would be to try and establish what the barriers to engagement are, and help you overcome them.

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:

Feedback to children for English and Maths will be provided daily. Other feedback will be less frequent, usually once a week in line with your child's weekly timetable. This reflects the marking and feedback policy in school. Once your child has submitted their work via their Class Dojo, it will be available for the teacher to provide feedback. Sometimes, the teacher may decide to return the piece of work to your child for editing and improving. Once the teacher has approved the response from your child, the feedback cycle will end for that piece of work.

Oak Academy uses quizzes to measure progress and establish what your child has remembered and subsequently learned. Teachers will ask for a photo of your child's score in these situations, so it is important you are able to support your children in this task. Photo's are uploaded to the Class Dojo portfolio in exactly the same way as a piece of work may be.

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 those children in receipt of SALT and OT support, intervention sessions and resources have been identified by the SENCO and provided to the teachers to make available for their children and parents to access once a week. Clinic style drop in arrangements have been made with specific parents of children with additional needs to still enable families access to the external specialist teachers and therapists involved in the provision for their children.

Some children with additional needs have expressed reluctance to engage with online remote learning, and are much more comfortable accessing our remote learning provision via paper packs. These have been provided where appropriate, and the procedures explained above will be used to ensure feedback to the children is provided and new work is set.

The Oak National Academy also provides more specialist teaching and learning materials. Class Dojo allows for different groups of children, even individuals, to have different work set to the rest of the cohort where appropriate. Our teachers will provide links to these more personalized learning opportunities via your child's Portfolio.

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?

Where children are isolating, the process of using Class Dojo to set work and provide feedback will not fundamentally change. It will be important to remember that whilst your isolating, your teacher and many of your friends will still be in school. There may be delays in the work being set. Alternatively, all the work for the day may be set in the morning for you to access throughout the day. Feedback will be provided at the end of the day before a new activity is set.