

## Winterbourne Earls Primary School 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.

### What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

### 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, Music where there may not be percussion instruments at home and Art/DT where materials may be limited 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:

Reception	There is no minimum requirement as determined by the DfE for Reception children. All work set remotely is placed on Seesaw on a daily basis with short videos and recorded messages to direct work. This includes daily phonics, maths and some early English activities plus a breadth of creative, PSHE, knowledge of the world and physical challenges meeting the requirements of the EYFS curriculum. Daily reading is accessed via Bug Club online reading scheme.
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Year 1	<p><b>Minimum expectations as determined by DfE-3 hours daily</b></p> <p>All work set remotely is placed on Seesaw on a daily basis. There are daily recorded maths and English lessons (2 x 45 minutes) and handwriting/guided reading lessons (1 x 20 minutes). In addition, there are three recorded phonics sessions per week and a daily phonics activity (1 x 20 minutes). Child-initiated learning is encouraged in the afternoon with extra challenges that link to foundation subjects (1 x 1hour).</p> <p>Daily reading is accessed via Bug Club online reading scheme (20 minutes). All children also have access to PhonicsPlay.</p>
Year 2	<p><b>Minimum expectations as determined by DfE-3 hours daily</b></p> <p>All work set remotely is placed on Seesaw on a daily basis. There are daily recorded maths and English lessons (2 x 1 hour). Children can access one recorded lesson per day from a timetabled full range of foundation activities including PSHE, RE, Science, ICT, Topic, PE and Art (1 x 1hour).</p> <p>In addition, there are guided reading sessions (4 x 20 minutes per week) and regular phonics and spelling activities.</p> <p>Daily reading is accessed via Bug Club online reading scheme (20 minutes).</p>
Year 3/4/5/6	<p><b>Minimum expectations as determined by DfE-4 hours daily</b></p> <p>All work set remotely is placed on Seesaw on a daily basis. There are daily recorded maths and English lessons (2 x 1 hour). In addition, there are daily live or recorded guided reading sessions (20 minutes) and have access to spelling/grammar/punctuation/handwriting activities (20 minutes). Children can access one recorded lesson per day from a timetabled full range of foundation activities including PSHE, RE, Science, ICT, Topic, PE, French and Art (1 x 1hour).</p> <p>Daily reading is accessed via Bug Club online reading scheme (30 minutes). All children also have access to Mathletics.</p>
All	<p>To encourage spirituality and reflection, in addition to providing a sense of togetherness for children, whether learning at home or in school, there is a weekly whole school worship Loom video recorded by the Acting Headteacher focusing on the Christian value for the term.</p>

## Accessing remote education

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

Seesaw

Google Classroom

Zoom

**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:

- Encourage parents to contact the school via email or telephone if they have difficulty with online access or cannot easily access a device for their child's home learning. DfE issue and spare school laptops will be issued on an individual basis, ensuring all vulnerable children are a priority. These can be signed for and collected from school.
- Parents can request printed copies of any work from the class teacher or the office. Printed work can be collected from the school office.
- If any families do not have internet access then we would contact our IT provider to find what can be set up for them.

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

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

- Daily recorded Loom lessons with guided explanations for all pupils from Year 1 upwards uploaded onto Seesaw.
- Some live lesson teaching (online lessons) in some KS2 classes, where appropriate, but live tutorials/ small pastoral support groups in other year groups being trialled.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) where appropriate.
- Commercially available websites supporting the teaching of specific subjects eg BBC Bitesize Lockdown Learning.
- To support some specific learning areas, we will use video clips embedded in Loom lessons.

## **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 pupils to be engaging in the remote learning on a daily basis, with a minimum requirement of accessing the core learning of maths and English. However, we appreciate that every child and home situation is different and, through working collaboratively with the class teacher to support individual needs, there may need to be some flexibility in the completion of work.
- We welcome parental support in setting up routines and timetables to help children's remote education. We are aware of the complexities that supporting siblings bring and, if needed, are working alongside parents to help find manageable solutions for the family.

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

- We are giving children daily feedback via Seesaw and teachers will contact the parent via a message on Seesaw or an email where there are concerns regarding children not accessing the set work.
- Where there are concerns about the level of engagement, or quality/quantity of work, the teacher will telephone the parent to discuss the situation and take supportive action, where appropriate.

## **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:

- The staff in each class team are fully involved in the assessment, providing daily feedback via Seesaw to the pupil.
- Planned live small group meetings will reinforce this feedback and aim to help monitor the wellbeing of children.

## **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 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:

- Set up regular contact with parents to provide support with remote education
- Set out clear guidelines for parents when supporting home learning
- Provide differentiated work for individuals or groups
- Printed support packs will be provided, where appropriate
- For Y1 and YR, the range of activities and style of delivery has been kept very similar to previous learning, with short video clips and easy to access activities to encourage independent learning

## **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?**

The work set will be exactly the same as that provided for every child who is learning from home, accessed via Seesaw, with feedback given daily via the same portal. If the class bubble has to close to isolate, the same provision will be in place.