



Wollaston 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 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?

In the event of a class/school being switched to remote learning we will use class dojo to share activities with all the children. We will direct them to continue accessing monster phonics resources, SATs companion, TT Rockstar's, Education city and then the teachers will monitor this alongside uploading other tasks for them to be accessing

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?

Our aim is to ensure we continue delivering the same curriculum remotely as we would in school to ensure children do not receive great gaps in their learning.

Where children at home are not able to access lessons such as PE we will direct them to an online video or suggested fitness activities they can do with their own families.

PowerPoints and videos will be used both within school and online and using the portfolio section on class dojo work can be sent to children and then returned for teachers to mark and give feedback. We will aim to deliver the same activities within the classroom.

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:

<p>Primary school-aged pupils</p>	<p>Every child will receive at least 3 hours a day of remote teaching in KS1 and 4 hours a day in KS2</p> <p><u>This will consist of:</u></p> <p>English/Monster phonics – 1 hour a day</p> <p>Maths - 1 hour a day</p> <p>Other subjects – 1-2 hour a day</p> <p>Story time to be included daily by recorded video of teacher reading to children.</p>
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Accessing remote education

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

Each child and family have been invited to join class dojo which will be our main platform for delivering remote learning.

As well as this children in 6 all have log ins for SATs companion and every child has a log in for TT Rockstar's from year 2-6

Teachers will use prerecorded video lessons which will be uploaded onto class dojo and some classes will be offering live zoom lessons but these will also be recorded for any child unable to access the lesson at that particular time.

Children will use the portfolio section of class dojo to complete work and return to the teacher for marking and feedback.

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:

For children unable to access remote learning due to a lack of device or internet we will support them in the following ways:

Issuing DFE laptops/routers for children who are disadvantaged and have no technology. The HT will contact the families in need about this provision and how they will be lent out. Families are to sign a loan agreement when borrowing the device.

Preparing packs of work with clear explanations. If children live locally we will deliver these packs. If not, we will ask families to collect this work from the main office. If children need stationary we will also provide these for families to use.

Children can return this work on a weekly basis when new work is being issued.

For families who use mobile devices the HT will send details on how they can extend their data usage so they do not get unnecessary charges.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some of the approaches we will take are:

Live teaching in some classes by the zoom platform.

Pre-recorded lessons uploaded onto class dojo for children to access throughout the day.

Websites children are subscribed to e.g. Monster phonics home learning, SATs companion, TT Rockstars, Education City, Oxford Owl

Daily sessions will be uploaded onto the class dojo platform.

To support home learning particularly in Reception and KS1 children will be given resource packs. These will be delivered or parents can come and collect them at a specified time throughout the school day.

Children who lack paper etc. can have this provided by the school. Some children have been given access to their maths and Literacy books to work in.

Some year groups will get a learning grid where they can select extra activities if they complete tasks.

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 do understand the parents are also working alongside supporting remote learning so we will try where we can to provide enough explanations for children to work independently, however where this is not possible we would like parents to support their children in the best way they can. This is where pre recorded teaching will help as it can be accessed at various points throughout the day and fit in with family routine schedules

Teachers are available to help where they can via email, telephone and class dojo and we will be checking in weekly on all children to ensure some engagement is taking place and offering support for children who are struggling.

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:

- We will be checking dojo portfolios daily to ensure engagement is taking place. If we can see children are struggling we will make a phone call home or offer a video meeting to offer support.
- Disadvantaged children will be closely monitored and again contact made with parents/carers regularly to ensure they are progressing ok.
- All children will be contacted weekly for feedback sessions from teachers.

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:

- Portfolio option on dojo allows us to mark work and provide feedback to children instantaneously.
- We will ensure all children are receiving feedback at least twice a week if not more
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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:

- SEND continues to be a priority across the school and targets should still be given to children to work on at home where is feasibly possible.
- The SENCO will keep in close contact with these children and their teachers and facilitate support.
- Where children are provided with external support e.g. SALT and OT this has been offered remotely for each child.
- Children receiving counselling support will continue to receive this via telephone or virtual meetings.
- If children with SEND are struggling to access work they will be invited into school as a vulnerable learner so we can continue their programme of support
- Work for them should also be clearly differentiated and accessible,

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?

If children are isolating we will continue to offer support via dojo and upload a personal plan of work for those children to follow. If they have no access to technology will we organise a delivery of work as we appreciate family members will not be able to leave the house to collect bits.

The work that is set for them should mirror what they would have accessed within school and should be suitable challenging. Remote website can also help to support this e.g. NCETM, SATs companion etc. The teacher should be making regular contact with the child and their parent to ensure they are ok and have no problems