



**Westgate Primary School**  
**Remote Learning Statement**  
**Information for Parents / Carers**

**January 2021**

## **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?**

Discussions with families take place to assess what is accessible in the home. If the child does not have access to electronic devices such as laptops /chromebooks etc then one may be provided of the remote learning is likely to go beyond the first few days. If there is limited capacity, then hard resources, such as books, paper and other such resources will be issued.

### **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, for some subjects, we will make use of the government funded resources of The Oak Academy. This provides adequate lessons set at the age expectations of the child. In some subjects such as Maths, where it may not be appropriate to introduce new concepts remotely, the curriculum may focus on developing existing knowledge and skills. In this case, we will focus on the most important and appropriate content that the children need to know.
- Pick and Mix – 6-10 activities which cover pre-taught skills from for Foundation subjects during times when whole class or year group are accessing remote learning. For individuals who are isolating, a pick and mix relevant to the current topic and skills taught in school is produced at the start of each half term and can be accessed through Google Classroom. The objectives of these tasks may not run simultaneously to lessons in school but cover the same skills that will be covered in class over that half term.

## **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	Up to 3 hours
Key Stage 1	At least 3 hours per day
Key Stage 2	At least 4 hours per day

## **Accessing remote education**

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

The main platform we have adopted is Google Classroom. This provides a healthy balance of direct conversation (via Zoom) along with pre-recorded welcomes from the class teachers. All year groups have their own specific sections.

There are also links to other providers such as The Oak Academy, BBC Bitesize, Oxford Owls, DFE Letters and Sounds Phonics, Phonics Play, Times Table Rockstars, Purple Mash.

## **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:

- All children without access to a laptop / Chromebook or similar device, will be issued with a Chromebook or laptop.
- Any children who do not access to wifi in their homes will be provided with a USB-type router that will be pre-credited with data. Some of the resources the school uses such as BBC Bitesize and The Oak Academy are free-to-use with the router provided.
- Where pupils do not have online access and a USB-router is not useable, the parents / carers can access hard resources such as textbooks, exercise books, utensils etc to allow them to access learning offline.
- Pupils can complete work and send it or drop it off at school to be looked at where there is no possibility of online access, such as a remote location that is not mobile or broadband enabled.

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

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

- live greetings (via Zoom)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) where online access and resourcing is not available.
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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 all pupils who are able to access online learning to access it for at least the recommended amount of time, although when in the day is flexible to work around parent / carers' other commitments.
- We expect parents / carers to be able to support their children's learning and, where there are concerns, to use the designated Year Group e-mail to ask questions of the dedicated class teacher on remote duty that day.

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

- We will be able to check if the child has accessed the remote learning or that the parent has been in touch with the school where online access is not available to ensure they are having opportunity to learn.
- Where we have not seen the child access the remote learning, or engaged with the school, our pastoral / support team will contact the parent / carer to see where there may be issues to check that all is well and, if not, to offer guidance and support on how to help them access their learning.
- Where necessary, home visits will be arranged to check the welfare of the child and family and, again, where needed, further support and guidance will be offered. Colleagues will not enter the home in order to maintain COVID guidelines to keep everyone safe, but will talk at a distance.

### **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:

- Wherever possible, colleagues will offer feedback via Google Classroom once the work has been submitted. There will also be mentions in the form of shout-outs in the morning greetings, to recognise great examples of practice from the children and to identify any misconceptions that can be corrected or clarified.
- For all children, accessing online learning or not, there will be at least one weekly phone call from the designated remote learning colleague of each year group to discuss the work and general well being of the pupils and their families.
- how often pupils will receive feedback on their work

## **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:

- Families with children with SEND will be supported by the designated duty colleague and also by the SENCO to ensure that the learning is suitable differentiated to meet their needs. Pupils with EHCPs will be able to attend school but we also support those children where it is agreed that they are safer and can learn at home while the rates of infection are so high.
- For our youngest such pupils, wherever possible, they are attending school in order to get the support they need. Regular contact and provision of online or hard resources are available to ensure parents / carers are well supported.
- Targeted intervention for some pupils who are at home has been offered via Zoom. For example, children who were assessed below age-related expectations for Speech and Language in Year 1 are receiving 1-1 interventions on a daily basis through the programme Welcomm. Live Zoom sessions have also been offered to children who have an EHCP and parents have opted to keep them at home.

## **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?**

For children who need to self-isolate when the school is fully open, planned work is available to access that is as close as possible to the work set in class. The teacher / TA / pastoral colleague will keep in regular contact, a couple of times a week, to ensure that access and learning is successful. Parents / carers of the child isolating can contact the school via the Year Group email at any time for support outside of the touch-base times.

For children who are off school due to a positive test result, they will be treated as off sick and therefore will not be expected to access any remote learning.

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