

Remote Education Provision: Information for Families



Remote education provision: information for parents

Wynndale Primary School takes its responsibility for offering a first-class education to pupils, very seriously, regardless of whether pupils are learning in school, or learning from home. We recognise that all of our pupils need access to the fundamental skills, both in terms of English and Maths, but also the opportunity to learn remotely across the wider curriculum.

This information is intended to provide clarity and transparency to pupils and parents or carers at Wynndale Primary School about what to expect from remote education where national or local restrictions require entire cohorts to remain at home, or where individual pupil absence requires short term remote education.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Total School Closure: The remote curriculum

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?

On the first day of remote education, you will receive a communication from school outlining our expectations for the first day of remote learning. You will be signposted to your child's class Teams page, and asked to support your child in accessing the activities and websites listed. The activities have been selected to support your child in developing and practising their basic skills.

You will also receive a telephone call from school within the first 24 hours of remote learning, to check that you have everything you need in place to begin – including appropriate technology, passwords, usernames etc.

Following the first day 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. Class teachers follow their planned curriculum as closely as possible to ensure that children continue to receive a broad and balanced education. Pupils will be taught English and Mathematics daily, and all other curriculum subjects will be taught following the planned class timetable. There may be times where the teachers need to review the sequencing of the curriculum, if they feel it would not be suitable to deliver remotely. For example, team games in PE, composition and performance using instruments in Music, or using tools to design and make in Design Technology.

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:

Foundation Stage 1 (Nursery)	We have no set expectation on the time it will take FS1 children to undertake remote learning. In addition to the live sessions, activities set are provided as suggestions.
Foundation Stage 2 (Reception)	Approximately 2 hours per day
Key Stage 1 (Years 1 and 2)	3 hours per day
Key Stage 2 (Years 3 to 6)	4 hours per day

Accessing remote education

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

We offer our remote education via the digital learning platform – Microsoft Office 365. All learning, including forms, quizzes, videos, documents, live teaching sessions and PowerPoints are uploaded via this media. This allows school to safely set tasks, and then carefully monitor engagement in learning, as well as provide daily feedback, and assess pupil progress.

Pupils are taught in school how to access the learning platform via Microsoft Office and TEAMS, in the event of remote learning being necessary. Individual pupil passwords and unique log ins have been shared with the children. These can be requested via the admins@wynndale.notts.sch.uk if misplaced. Pupils in Key Stage Two are adept and confident at logging on independently, and accessing and submitting work. Pupils in Foundation Stage and Key Stage One may require more support to access TEAMS, and a technical 'How To' guide has been shared with all families for those requiring it.

Through our PSHE and Computing Curriculum, children are taught how to stay safe online and understand acceptable use of technology. This is reinforced consistently to children when learning remotely. This guidance should be read in conjunction with our Online Safety and Acceptable Use policies.

If you require support in using our digital platform, please contact school and we can provide advice and guidance.

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 families will be consulted regarding the accessibility of electronic devices within their homes. School will carefully analyse this data and compile a list of those families who would benefit from technology support
- Within the first full day of remote learning, school staff will make direct contact with families, to check that all families have devices, access to the digital platform and login and password details. Those families requiring support will be identified, and if necessary, the loan of a laptop will be offered.
- There is a central register of loaned laptops. It is our expectation that parents come to school at a pre-arranged time to sign the school's loan agreement before collecting the device
- Lessons are set using One Note and Assignments. However, the lessons and resources shared on TEAMS are designed so that they can be viewed on screen and completed on paper if required. Exercise books will be provided by school, and there is no expectation that learning is printed out from home

If families have any difficulties in accessing the remote education due to a lack of online or digital access, please contact your child's class teacher in the first instance. They will offer support and advice to resolve your difficulties.

How will my child be taught remotely?

Microsoft TEAMS will be used by teachers to set work and give feedback daily, and for pupils to submit learning.

At Wynndale Primary we use a combination of the following approaches to teach pupils remotely:

- Live teaching (online lessons). Every class across school will have a minimum of two live sessions every day. It is up to the class teacher which sessions they choose to do 'live' – this will depend on the curriculum content, and ongoing assessments by the teacher
- Recorded teaching (video/audio recordings made by teachers). These will be provided by the teachers to support learning where relevant. You can expect a range of pre-recorded strategies including the use of voice-over PowerPoints, filmed interactive whiteboard explanations, Loom videos etc.
- Independent learning activities (Assignments) will always be provided following a live or pre-recorded session
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (for example, Oak Academy for delivery of Maths)
- Use of online activities such as Timestables Rock stars, Prodigy, Oxford Owls to support independent learning
- As well as the planned curriculum, children will also have other opportunities to engage in learning throughout a week in school. Children will have opportunities to engage in the following: * Assemblies each week, *Additional live PE sessions led by our sports coach, *Story time, *Live 'social' sessions, including things like show and tell, cookery, well-being sessions
- Identified children, who would receive interventions and additional support in school, may be invited to take part in live intervention sessions run by support staff in school

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?

As a school, we will provide all pupils with a suggested weekly/daily timetable for learning. The aim of this to help families at home to establish a clear structure and routine for learning. We do however recognise that the routine you establish will be unique to your family, in order to make remote learning work for your child. Whilst there are no set rules or expectations about how your day is structured, there is an expectation that all pupils are accessing the Learning Platform and accessing the work set, just as they would be in school.

We do encourage all children wherever possible to attend the daily live sessions, as this teaching input will then support them in completing the assignments that have been set for that day.

If you are experiencing difficulties, it is important to that you share this with class teachers so that we can look at how we can appropriately support you to enable your child's learning to continue.

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

- Engagement with remote education is monitored daily through the work that is submitted – class teachers are directed to check the daily engagement of all pupils within their class
- Where engagement is a concern, families will be contacted by their child's class teacher or pastoral lead in the first instance
- If engagement in learning continues to be of concern, families will be contacted by a member of the Senior Leadership team, in order to explain expectations and offer support
- Quality of work undertaken is monitored and feedback given through TEAMS

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:

- Children can expect to receive daily feedback in English and Maths, following the submission of learning in Assignments or their individual file
- Following marking and assessment of learning, some pupils may be invited to additional intervention or small group sessions as directed by the teacher
- Quizzes (used to assess learning and inform next steps)
- Assessment for Learning, resulting in live verbal feedback during live sessions

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:

- The setting of adapted learning activities where appropriate, and resources to support children
- Additional guidance provided by the class teacher to support the child
- Small group interventions delivered live over TEAMS for identified pupils, working alongside parents as agreed
- A range of practical tasks for all pupils, but especially younger pupils, alongside the direct teaching of English and Maths

How will you continue to support children who may be struggling with their mental health and emotional well-being during periods of school closure?

We recognise that during periods of school closure, some pupils may begin to feel isolated, withdrawn and may begin to lose motivation with their learning. 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:

- Weekly safe and well check in calls – as a school, we will identify children and families who we feel would benefit from weekly phone calls home. Our pastoral lead, Mrs. Taylor will have a register of families and makes these calls each week. These phone calls provide an opportunity to address any potential difficulties that families may be experiencing
- All families in school will receive a safe and well check from the class teacher/year group TA within the first week
- Weekly TEAMS calls will take place for children who were receiving pastoral support from our pastoral lead when children were in school. These weekly calls provide an opportunity for children to talk about their mental health and emotional well-being, and can also be used to undertake pastoral interventions with children as required
- If children are identified as requiring specific, targeted for mental health and emotional well-being, we will continue to access support from external agencies such as Sherwood Area Partnership (SAP)
- As a school, we will continue to celebrate the achievements of learners through weekly celebration Shine Assemblies, Virtual Hot Chocolate Friday celebrations, and by sending postcards home to learners who we have noticed trying their best with remote learning
- Class teachers build in regular opportunities to address mental health and emotional well-being through the planned curriculum – we continue to teach PSHE using our planned curriculum

Remote education for individual children during short term pupil absence from school

Where individual pupils require remote education 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?

There will need to be an initial discussion with the Head teacher about the possible need to provide remote education – including the reasons why. A plan will be set between home and school, and clear expectations shared. Pupils learning from home are directed to undertake learning which reflects the learning being completed in class. Our remote education approach is as follows:

- Class teacher to provide daily learning via the TEAMS platform. This will mirror the learning set by the class teacher for those children in school
- Class teacher to also send any appropriate materials that will be used by the class in school e.g. spelling lists, novel study activities, PowerPoints etc.
- Class teacher to provide brief feedback about the learning shared through TEAMS/Assignments
- Class teacher to call once per week to check on well-being and remote learning progress

Linked Policies: Online Safety and Acceptable Use Policy.