Whetstone Field 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.

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?

- Children should receive work either through one of the chosen platforms (Tapestry, Google Classroom or Showbie) or through printed worksheets that can be collected from school.

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, some Art or Science activities may need to be adapted die to the nature of the activity or the materials required.

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	Aprrox 3 hours per day
Key Stage 2	Approx 4 hours per day

Accessing remote education

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

In EYFS and Key Stage 1, remote learning will be accessed through Tapestry. All parents already have a login to this system. In Key Stage 2 access will be through Google Classroom in Y3 and Y4 and Showbie/Google Classroom in Y5/Y6.

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:

- We will endeavour to provide devices to parents who require one, either thorough the Government scheme or from our own stock or devices.
- If you do not have access to a device, then printed materials will be available from the school office upon request.
- If pupils cannot submit work online, they can bring the work to the school office on a weekly basis for marking and feedback

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, audio recordings made by teachers)

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- PowerPoint presentations

- Long-term project work and/or internet research activities

- In Key Stage 2 – daily video 'meets' for children to discuss their work and to seek help and advice from the teacher

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 children to engage in remote learning as often as possible, but understand the difficulties that households face and understand that it won't be possible to complete all work/lessons every day

- We hope that parents can support their child's learning as much as possible, but understand that parents have other commitments and this may not always be possible.

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

- We aim to respond to work and messages as often as possible, but teachers are also teaching children in school so are not always available. We check to see which children are engaging in their work on a regular basis and will contact parents if we feel there is an engagement issue.

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 will be given through the online platforms, either through messages or marked work. This will happen on a daily basis wherever possible. Some work can be self-marked and assessed and this can be returned to the teacher.

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:

- Currently, children with an EHCP can attend school in the normal way. For those children with an EHCP who are not in school and other children on the SEN register, remote learning will be tailored to their needs and abilities.
- For younger children in Early Years, work and activities will be provided on Tapestry, but will often require parental assistance to complete.

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 a child is self-isolating, the approach will be the same as above in terms of access to work, curriculum coverage, marking and feedback. If the majority of children in the class are still in school, it may not be possible to carry out the Google Meet video calls due to the demands of teaching a full class during the school day.