

## **Remote Education Provision: Information For Parents**

This information is intended to provide clarity and transparency to pupils and parents and 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?**

WSAPC centres each have an online timetable to enable students' access to remote learning when not able to attend school. All pupils on roll have access to user profiles within our Microsoft Teams (MT) platform and this is our central front page for all access.

Pupils and families will be informed of their individual timetable detailing lesson times and access guidance. They will be able to access online learning from the first day of their absence.

The majority of our primary pupil cohort is in attendance in centres. Where pupils cannot attend, access to online learning will be initiated.

For any pupils where there are barriers to online access in the home, physical resources are provided to ensure content is available for access. This may be through the DFE Laptop Scheme or through a school loan agreement.

### **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 deliver 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, Physical Education and practical elements of some subjects where resource and pupil safety dictate delivery.

## **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:



Primary school-aged pupils	4 hours per day
Secondary school-aged pupils not working towards formal qualifications this year	4 Hours per day
Secondary school-aged pupils working towards formal qualifications this year	5 Hours per day

## Accessing Remote Education

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

Pupils will access online learning through their Microsoft Teams accounts. They will also be able to access learning set on MT through the following resources, Doodle, My Maths, Teachit (all core subjects), The National Academy, TES Blendspace, Twinkl amongst others

### 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 WSAPC pupils have been surveyed to ascertain where the barriers to online access are. We will support this through the applying for DFE Laptop top scheme for eligible pupils or loaning of school laptops so that all pupils have the opportunity to engage.
- 🔹 We will provide guidance and support to families where Wi-Fi connectivity is not available or weak. We will signpost where support is available in obtaining further advice.
- 🔹 Remote Learning may be supported by physical content sent through the post or delivered by staff where appropriate.
- 🔹 Completed work can be returned to the school through the post or through photographic capture.
- 🔹 WSAPC will retain close links with all families to support the collection of work and provide alternatives where engagement is not of the expected standard.
- 🔹 Please contact the Assistant Headteacher of the centre your child attends, for further information or advice.

### How will my child be taught remotely?

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

- 🔹 live teaching (online lessons) through Microsoft Teams.
- 🔹 recorded teaching and preprepared content from internal teaching staff, available online resources such as the National Academy, Doodle and Blendspace.
- 🔹 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.
- 🔹 Regular assignments set through MT.
- 🔹 APC Online



## 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?

- WSAPC expects all pupils to engage with the content provided, on a daily basis, in an appropriate manner, following the Acceptable Use Policy in relation to access and behaviour.
- WSAPC expects parents to support engagement and access to learning but also understands the pressures some families are facing in doing this. We will offer bespoke consultation in these instances through the AHT of the child to resolve engagement issues.

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

- WSAPC staff complete a daily engagement tracker in relation to all pupils learning from home. This enables us to react to non-engagement in a timely manner and discuss with parents.
- WSAPC will liaise with families in these instances to explore additional options for engagement including bespoke mentoring sessions and physical provision.

### 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:

- All online learning is subject to the WSAPC Teaching and Learning Policies
- Lesson reports are completed to show assessment opportunities.
- Assignments are set to support formative judgements.
- Pupils will receive both verbal and written feedback from teachers so they know where they are and what they need to do to improve.
- WSAPC pupils will receive formative feedback on a daily basis and summative feedback via assignment marking following the schools marking policy.

## 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:

- All pupils with SEND are offered centre-based provision.
- Where unable to access centre based provision, bespoke plans will be implemented in consultation with the AHT and SENDCO to ensure learning needs are fully considered.



- Primary leads will liaise with families in these instances to provide bespoke solutions. Most of this cohort attend centres physically so individualised planning is appropriate where access has been limited.

### **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?**

WSAPC pupils who are self-isolating will be offered access to learning in the same manner described above. Consideration will be given to the restrictions placed upon them by isolating, however our intention is to be able to provide them with as close a package as their peers.

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