

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 a class of pupils 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?

Your child will be able to access work set by their class teacher via Google Classroom. We are aware of families that need support with technology through contact with parents and will provide technology, where we can, to support those families. If we are unable to provide technology, paper copies of the work uploaded onto Google Classroom will be provided.

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?

When children are learning remotely we are teaching the same curriculum as we do in school wherever possible and appropriate.

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	
Nursery and Reception	<p>1 to 2 hours a day. This includes recorded or live teaching time, and time for pupils to complete tasks with support and interaction with adults at home.</p> <p>This time would also include practical hands-on activities, and structured and unstructured play. To best reflect the learning in the classroom teachers will upload recorded stories, phonic sessions and Maths session so parents can organise and pause learning to come back to if needed.</p> <p>A Google Meet will be held daily for children to interact with each other and the staff in Early Years</p>
Key Stage One Years 1 and 2	<p>3 hours a day. This includes recorded or live teaching time, and time for pupils to complete tasks independently.</p> <p>Classes will have a morning and afternoon Google Meet with staff and have opportunities to set up their learning and reflect on learning at the end of the day. This is also an opportunity for them to interact socially with their peers.</p>

<p>Key Stage Two Years 3, 4, 5 and 6</p>	<p>4 hours a day. This includes recorded or live teaching time, and time for pupils to complete tasks independently.</p> <p>Classes will have a morning and afternoon Google Meet with staff and have opportunities to set up their learning and reflect on learning at the end of the day. This is also an opportunity for them to interact socially with their peers.</p>
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Accessing remote education

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

We use Google for Education platform as part of our remote teaching arrangements. Google classroom is a tool your child's teacher will use to share web links, videos and files with your child. They can also set 'assignments' which can be completed online.

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 pupils to access remote education:

- We ask parents to make contact with the school office office.3657@wootton-woodstock.oxon.sch.uk or by phone if they do not have suitable online access at home. Chromebooks can be loaned to parents from school.
- If pupils need access to printed materials, they are to contact the school office by email and phone. Resources are printed at school, and a time is given to parents when they can collect the printed materials. Any completed work from the previous week can be submitted at the same time.

How will my child be taught remotely?

When considering the best approaches to use to teach pupils remotely we have considered research evidence (*EEF April 2020, Remote Learning: Rapid evidence assessment: distance learning*) and are assured that there is no clear difference between teaching live or providing pre-recorded learning as a best model of practise.

We know that teaching quality is more important than how lessons are delivered. They should include explanations, scaffolding and feedback.

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

Live teaching

This is offered to groups of children in Key Stage One and Two. The teaching content is created by the class teacher in response to class specific needs. It will often be dynamic based on recorded teaching that has taken place previously.

We also provide opportunities twice a day for pupils to meet with their teacher and their peers. This sets up learning for the day as well as provides opportunities for reflecting on and sharing learning towards the end of the day. Research evidence suggests that ‘peer interactions can provide motivation and improve learning outcomes’ (EEF, April 2020)

Recorded teaching

We use White Rose Maths for the planning and teaching of Maths. The teaching videos are used to deliver remote learning to children. Teachers also use video recording or voice over Powerpoint or slides to teach other subject areas where appropriate. In Early Years and Key Stage One pre-recorded phonics sessions are delivered.

Teachers may choose to use recorded teaching from other providers such as Oak Academy, or commercially available websites to support their recorded teaching of other subject areas.

We know that pre-recorded teaching enables student to proceed at their own pace whenever convenient and have some choice over their learning

Printed paper packs

On request from parents we are able to provide printed materials which mirror those uploaded to Google Classroom.

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?

There will be a range of resources, activities, communications and additional optional activities available for children in Google Classroom, this will reflect the learning planned in school. Any live sessions with school staff will take place on Google Meet, a code is shared for your child to access the Meet. Remote learning will take various formats – this could be live teaching sessions or pre-recorded teaching shared with your child. As part of their learning, children will be able to watch pre-recorded teaching – the advantages of this being that they can pause and return to the videos to support their understanding of the task. They will then be set work to complete independently and handed into the class teacher via Google Classroom. The following timetable outlines an example of what a school day might look like with approximate timings:

Morning Session	
From 9:00 for 15 minutes	Each class has a Google Meet with their class teacher
	White Rose Maths input and independent learning activity set
30 mins	Break away from screen

Afternoon Session	
1:00	Foundation subject input and independent learning activity set
From 2:00	Google Meets with class teacher
	Independent activities including Times Tables Rockstars, physical activity, reading or project work to support in-class learning and learning behaviours

	English input from class teacher and independent learning activity set
12:00	Lunch and break away from screen

3:00	Finish
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We expect that children will attend daily Google Meets and engage in discussion with their class teacher and peers. We know that pupils find the day to day contact valuable, and beneficial to their emotional health and wellbeing.

Our expectations are that children complete the work set by their class teacher and submit work regularly to their classteacher. We expect children to complete work to the same standard that they would in school.

We expect parents/carers to support their children, as best they can. Ways in which parents can help is:

- Set up a regular daily routine
- Help their children if they cannot understand or access their work
- Maintain a positive and calm working environment free from distractions, as far as is possible
- Contact the class teacher if there are any worries or concerns about their child’s engagement with school work

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

Children’s work is checked daily and class teachers monitor the standard of their work and how much work the children are completing.

If we have concerns about the engagement of children with their learning, we will make contact with parents to discuss how we can support.

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 Google Forms are also types of relevant and valuable feedback.

Feedback on pupil work will all take place on Google Classroom. Feedback will be given according to the purpose of the learning activity and will try to offer comments to support pupil progress and next steps, as well as recognise the effort and time pupils have spent on their work.

We will try to comment on pupil’s work at least three times a week.

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 by ensuring through weekly phone calls with parents that the work set is accessible to all children.

School staff can help remove the barriers to learning as if they would when they were in school. Work will be clearly presented, and pre-recorded lessons will enable children to pause and approach their work in bite-sized chunks. This level of scaffolding will hopefully enable the children to work independently.

In Nursery, Reception and Year 1 we will provide a balanced offer of direct learning as well as some more open-ended tasks. We know it is important that children of this age explore and play as well as access specific focussed learning tasks.

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?

With respect to provision for individual children who may be self-isolating, we are aware that the majority of these children return to school within two to three days. The setting of work for individual children is time heavy for teachers and means that this time is not spent planning, preparing, teaching and assessing the larger number of children who remain in their class. We know that children who are self-isolating still require high quality learning and activities and opportunities to consolidate the learning from the previous week or days.

To achieve this, work will be uploaded on to Google Classroom to complete and a timetable will be provided. The work should be completed online and submitted back to the teacher through Google Classroom. The class teacher will provide feedback on the work submitted by the child.

The activities will focus on fluency in Maths, aspects of grammar and spelling teaching, phonics, geography/history and Science. Teachers may also include links to Oak National Academy lessons and BBC Bitesize. Teachers will ensure that all tasks set are in line with the curriculum being taught in class. By providing this work we will be able to ensure, if it is completed, that any child absent for even one or two days will be making progress in their learning and in covering the curriculum.

Where possible, a phone call will be made from the office, each day your child is self-isolating, to check-in with families, and to answer any questions you may have about the work set by the class teacher.

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