



# Welton Primary School

## Remote education provision: information for parents

In order that learning is continued, irrespective of lockdown and self-isolation, Welton Primary School has developed the following plan. 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 entire cohorts (or bubbles) to remain at home. The school acknowledges that some households have limited access to devices and would require hard copies of work and resources.

### The plan will be applied in the following instances:

- A whole bubble cohort is self-isolating or in the event of a whole school / national lockdown
- A group of children are self-isolating because of a case of Covid-19 in the bubble.
- For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The plan complies with the expectations and principles outlined in the DFE document Restricting attendance during the national lockdown.

In preparation for home-learning, the children will need their logins and passwords for the following platforms: Purple mash, Bug Club, Doodle Maths.

Please email [office@weltonprimaryschool.com](mailto:office@weltonprimaryschool.com) if your child cannot remember their passwords.

In the event of any form of isolation and loss of learning caused by the Covid-19 pandemic, parents and carers must understand that engagement in home learning is compulsory, as is the expectation that Welton Primary School makes that provision available and accessible to all.

However, if children themselves are too ill to attend then they should not be expected to engage in home learning. Parents and carers also need to also understand that it could also be the class teacher who falls ill and that the school will do their best to continue with the remote learning provision if this is the case.

## The remote curriculum: what is taught to pupils at home

Your child'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?**

An outline for the first few days will be provided along with a structured timetable that replicates a typical school day(s). This will be uploaded to the school website under the 'Remote Learning' icon on each year group page. This timetable will include links to the appropriate Oak National Academy lessons for English and maths, as well as additional foundation subject lessons and learning tasks.

A class blog will be created using purple mash which will enable pupils and teachers to communicate and provide feedback during the school day. Each pupil will be allocated with two workbooks for them to complete their work in. These books will continue to be used throughout the school closure.

If it has been identified that there is a digital technology concern that is preventing a child from accessing the remote learning, a printed pack of work will be made available for them.

## **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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.

For example: some resources available in school will not be available at home for children to use and substitutions may need to be found e.g. in maths children may need to use household items such as buttons, beads etc. to aid with counting and computation. This will be explained at the start of each lessons under the heading resources needed.

## **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 presentations and independent work) will take pupils broadly the following number of hours each day:

Foundation Stage	The guidance does not identify a minimum expectation for remote learning. Please be guided by your child and remember that all their physical and imaginative play, describing, asking questions, drawing, writing, and reading in play is part of the Early Years Curriculum.
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Key Stage 1  (Year 1 and Year 2)	The minimum expectation is three hours across the day with physical activity being in addition to this.
Key Stage 2  (Years 3 to 6)	The minimum expectation is four hours across the day with physical activity being in addition to this.

## Accessing remote education

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

**Please Note: The East Riding Local Authority does not expect schools to deliver live-streamed lessons.**

Within all plans, teachers will set appropriate work in-line with our current curriculum.

Feedback and assessment will be through the class blog in Purple Mash and class meetings. A designate member of the senior staff will be available to provide more bespoke support to individual children when required.

### English and maths lessons

These will be created by class teachers and follow the schools current year group medium term plans. These will be bespoke recorded lessons.

Phonics, grammar, punctuation and spelling lessons will also be created by teachers and created using PowerPoint or videos.

Additional curriculum lessons will be planned and appropriate work set, in line with the school curriculum. These lessons may be supplemented using a range of resources such as:

- Purple Mash
- Serial Mash
- Bug Club
- Oak National Academy
- NCETM
- Doodle maths and Doodle spelling
- BBC Education Provision

For further information on these resources please see Appendix 1

## **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 can provide hard copies of all work needed if they do not have online access. Parent's must inform the school and remote learning packs can be provided.

All pupils are issued with workbooks to complete remote learning within. It is expected that these books will return to school. Teachers will then review the work completed.

The Government laptop scheme has provided enough laptops for 1% of the school population. Should more become available we will inform parents.

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

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Bespoke recorded teaching by class teachers for English and maths
- recorded teaching (e.g., Oak National Academy lessons, video/audio recordings made by teachers)
- Additional lessons using a range of online and offline resources
- printed paper packs produced by teachers for those children who do not have suitable online access at home (e.g., workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Year 5 and 6 may develop long-term project work and/or internet research activities to support their Humanities and Science work

## 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?

- It is expected that all children at home access the remote learning set for them each day of the school week. The expectation is that they complete a range of online and offline work set by their class teacher.
- Parental support, setting routines to support your child's education is vital. Create a clear understanding that children are expected to follow the school / class workday schedule with an understanding of their workday start, end and break times.
- Ensure children join a year group teams assembly and an end of the day meeting, wearing their school uniform – jumper or shirt to promote that sense of belonging within the school community. This also makes children understand this a school work day and not an extended holiday.
- Parents need to ensure children's work is uploaded to purple mash so the class teacher can mark, assess and feedback to children within their class.
- Parents to keep updated with school communication via parent mail and the school website as there maybe changes / updates in light of government and local authority messages in regards of the Covid-19 pandemic and how it affects schools.

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

Class teachers will be monitoring pupil engagement via the online blog and work submitted to them on a daily basis.

Weekly celebration awards will be sent to children, to celebrate the work and effort they have put into their home learning.

Those children not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SLT if there are academic issues.

### 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. others. Our approach to feeding back on pupil work is as follows:

Whole-class feedback may be provided via the class blog.

Quizzes may be used and marked automatically via digital platforms

Individual feedback will be given to pupils via purple mash as a written comment for longer / in depth pieces of work.

Individual feedback may be given using an purple mash icon at times.

Fortnightly written feedback summary

## **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:

Bespoke recordings of lessons where appropriate  
Bespoke timetables  
Regular support and contact from the SENCO  
Priority school place and attendance

## **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?**

The class teacher will prepare a pack of resources for the pupil linked to the learning that is taking place in the classroom for the rest of the class.

The teacher may also upload learning materials under the 'Remote Learning' icon on the class page of the website which will provide direction to online learning from the platforms/software named above which can be used to support the child's learning.

## **Safeguarding**

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from the DSL (record using school system).

If a child does not engage, the school will call the parents to discuss obstacles and support as necessary.

## Advice to Parents and Carers: Online Safety

Schools should consider sources of advice signposted on newsletters and/or their website. The following sources of advice alert parents and carers about online safety.

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers
- <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources> - *Online educational resources* for schools and parents to help children to learn at home during *the coronavirus (COVID-19)* outbreak.
- <https://www.thenational.academy/>- access to lessons and activities for pupils

## Appendix 1

**Oak Academy** has been selected to support remote learning for a number of reasons. The Government funded, Oak Academy lessons encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

**Bug Club** is an online reading programme which provides children with books to read that are banded to the child's ability.

**Serial Mash** is an online library of fiction books for children. Its purpose is to inspire children to develop a love of reading, become better readers which in turn will encourage children to want to read for pleasure. New books are added at the beginning of each half-term and released in a serial format to keep readers on the edge of their seats.

**NCETM:** These resources have been produced to provide primary school pupils with interactive lessons both in school and while they were learning at home during the first lockdown.

Parents or teachers can use them in school or at home. Most lessons are between 15 to 20 minutes long, each ending with suggested follow-up tasks. Interactive resources are provided to promote mathematical thinking, reasoning and depth of understanding.

**Doodle Maths and Spelling:** reinforces existing knowledge while gradually introducing new concepts, making it the perfect way to supplement school learning for maths fluency and spelling rules.