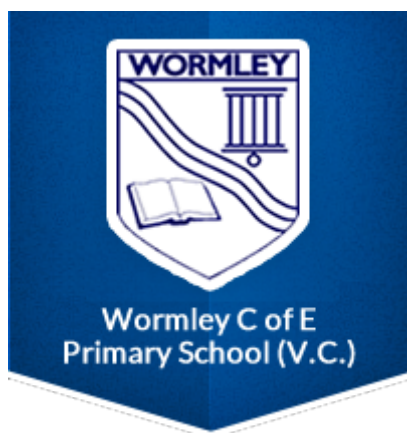


**WORMLEY CHURCH OF ENGLAND PRIMARY SCHOOL
REMOTE EDUCATION STRATEGY
INFORMATION FOR PARENTS AND CARERS**



Remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to pupils, parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. We have additional FAQs on our website.

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?

Every day of learning counts for our pupils. We are committed to providing the best possible learning opportunities for every child, whether they are learning at school, face to face with their teacher, or learning at home remotely.

Where a class, a group or individual pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, school will continue to provide access to remote learning via the Google classroom (or Tapestry for our younger pupils). In these circumstances, we will endeavour to provide a remote education which is high-quality and aligns as closely as possible with in-school provision.

Pupils, if they are well, will be expected to continue learning from home whilst they are isolating in line with Government guidance. If a pupil is unwell they will not be expected to access remote learning.

Every half term, a grid of home learning activities are posted either on Tapestry or the Google Classroom. The home learning complements learning in school. Children can choose an activity each week. So from day one, children can choose from the home learning grid until they hear from their class teacher. Each child in EY and KS1 have a login to Bug Club and Number Bots. They can access Apha and Number Blocks for free as they do in school. Each child in KS1 and KS2 has their own maths workbook, grammar, punctuation and spelling book, a SPAG.com login, a TT Rockstar login, a myOn reading login and a myMaths login. They can access plenty of maths and reading on these platforms.

Every week, teachers during their planning, preparation and assessment time, add the maths and English foci for the week.

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 will endeavour to make all or most of the normal planned curriculum available in the remote environment but the primary focus will be on reading, writing and maths. Subjects with significant elements of practical work, such as PE and music, are more challenging to follow in the same way as in school. However, there will be suggestions for every area of the curriculum.

Learning for children in Nursery and Reception will be posted on Tapestry. Younger children will do less formal learning but can engage in playful learning such as creative activities, self-help activities (learning to dress/undress, tie shoe laces, use a knife and fork etc.), imaginary play, play with small world (dolls, train track, dinosaurs, bricks etc.) A focus on stories and early reading, including phonics is essential to avoid gaps in learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The Department for Education expects that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Key Stage 1: 3 hours a day on average across the cohort. (Y1 - 2 hours / Y2 - 3 hours)
- Key Stage 2: 4 hours a day on average across the cohort. (Y3-4 3 hours / Y5-6 - 4 hours)

This is a guide. We know that children may be learning at different times of the day and at weekends if their parents/carers are working and/or if they need to share devices with siblings and adults in the house. We do not want families to become stressed and upset. A focus on key skills in Reception, KS1 and KS2 - phonics, daily reading, number fluency and some writing - are most important.

Accessing remote education

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

Learning will be posted on Tapestry (YN-YR) or the Google Classroom (Y1-Y6). Parents of children in Reception and Nursery will already be logged into their child's Tapestry account as soon as their children start school. We have spent time in school ensuring that all pupils know their login to the Google Classroom. Home Learning has been set here regularly since last year.

As long as the teacher is well, s/he will be online daily on the Google Classroom or via Tapestry from 9 to 12.30pm to provide support and feedback. All learning for the day will be posted. Teachers will then respond individually to children in the afternoons. If the teacher is unwell, then the class will be supported by another member of staff as regularly as possible. This will depend on staff health and availability.

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:

- Lending devices (we carry out regular surveys to find out which families need devices)
- Supplying paper versions of the learning in weekly packs. These can be returned weekly for marking and feedback
- Inviting some children to attend school where we have capacity

How will my child be taught remotely?

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

- Live teaching for 1:1 sessions and small group work. This is typically used for Speech & Language work and SENd support. Also, there are live music lessons both individual (Herts Music Hub) and large groups (Rock Steady)
- Recorded teaching such as personalised lessons from the class teacher / specialist teacher, Oak Academy lessons, White Rose Maths lessons
- Printed paper packs
- Text books, work books and reading books
- Commercially available websites, including video clips
- Internet research activities
- Planned walks and hunts

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 know learning at home is challenging but we cannot have children not engaging at all as this will cause many difficulties for a child over time. We will support parents and carers to get their child learning. Alternatively, we may request that the child attend school.

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

Each day a register is taken via Google Sheets so that we know which children are engaging with learning. This enables teachers to contact families if children do not seem to be engaging. If teachers are able to contact parents to find out why children do not appear to be learning, they can make adjustments for the family such as talking through the logins, helping plan a timetable, speaking with the child, lending a device, supplying a paper copy etc.

There is a protocol for contacting parents whose children are not engaging with learning:

1. The class teacher emails the parents/carers
2. The class teacher telephones the parents/carers
3. A member of the SLT telephones the parents/carers
4. A letter is sent to the home address
5. A recorded delivery letter is sent to the home address

If we have concerns for the family, we may request a welfare check by the police to the home or a member of the SLT may visit the home.

How will my child's work and progress be assessed?

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:

- During the morning session, teachers can interact with children giving in the moment feedback via the Google classroom. When children submit their work, it can be marked, with personalised comments and returned to a child. The child can resubmit.
- Answers can be given at a set time for children to mark their own learning,
- Peer marking and feedback via the Google Classroom - in the stream
- Interactive quizzes via Google forms and Quiz Maker
- Written packs can be handed in for marking and returned the following week.
- Children can upload photos, blogs and videos

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:

- Regular contact from the SENCOs
- Adapted curriculum planned by the Inclusion Team - The Pelican and Puffin Classrooms

- Regular check ins with pupils via Google Meet
- Specific sessions via Google Meet such as S&L sessions

Some children will require some personalised learning, in this case we will contact you directly.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Pupils, if they are well, will be expected to continue learning from home whilst they are isolating in line with Government guidance. If a pupil is unwell they will not be expected to access remote learning. The approach will be the same as above.