



Nebula
where stars are born

2021

WHITE WOMAN LANE SCHOOL REMOTE EDUCATION PROVISION

INFORMATION FOR PARENTS



White Woman Lane School Remote Education Provision: information for parents

This information is intended to provide clarity and transparency to parents or carers about how we will remotely educate your children during a national lockdown, local restrictions or if cohorts (or bubbles) have to remain at home or individual pupils are self-isolating.

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?

In the first instance work will be available from the next day on the school website for your child to complete. In addition, pupils may be sent home workbooks to complete independently.

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 ensure our pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.
- We will provide frequent, clear explanations of new content delivered by a teacher or through high quality curriculum resources.
- We will provide opportunities for interactivity including questioning, eliciting and reflective discussion.
- We will provide scaffolded practice and opportunities to apply new knowledge.
- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Therefore, we teach the same curriculum remotely as we do in school wherever possible and appropriate, particularly in English, maths, guided reading and phonics.
- However, we have needed to make some adaptations in some subjects. For example, children will receive work from a selection of their foundation subjects in any given week. Tasks and learning will have to be adapted depending on suitability for home learning (e.g. practical Science experiments requiring equipment) which may involve re-organizing curriculum maps.

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) provided by our school will take pupils **broadly** the following number of hours each day:

Primary Schools	Phase/Key Stage
EYFS	2.5 hours per day on average
KS1	3 hours per day on average
KS2	4 hours per day on average

Accessing remote education

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

- Microsoft Teams
- White Rose maths
- Spelling Shed
- TT Rockstars
- Linguascope
- Oak Academy
- White Rose Maths
- BBC Learning

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:

- The school will lend laptops or tablets to pupils. Please contact the school.
- The school has SIM cards to give to parents to increase the data available so that pupils can 'hotspot' from devices to enable an internet connection. Many service providers are also providing additional data during national lockdowns.
- In the event that a pupil cannot access any technology, please contact the school urgently for more information. A place may need to be provided in school for your child.
- Any physical work materials needing to be collected or submitted would be from the main school office foyer.

How will my child be taught remotely?

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

- live teaching (online lessons) for English, maths, guided reading and phonics.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers for foundation subjects such as Science, History, Geography, MFL, Art and P.E. These are sent as assignments through Microsoft Teams)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- online books
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- As far as possible, we expect pupils to engage with the timetabled live lessons. If they are unable to do so, they should make the school aware so the teaching content can be made available at a later date.
- As lessons are timetabled, we ask for parent support in ensuring routines are in place to enable their child/ren to access the live lessons wherever possible and the remote learning protocols are followed.
- We also ask parents to set a routine and provide a suitable working environment to enable pupils to complete other work requested by their teachers.
- If your child is persistently struggling to engage with their learning, please contact the school to speak to their teacher.

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

- Staff are able to monitor the engagement of pupils in the live teaching element of our remote learning provision.
- Staff will also continue to check pupils' engagement with all aspects of the curriculum provided remotely when children submit their assignments.

- Class teachers will contact parents on at least a weekly basis where the engagement of a pupil is a cause for concern.

How will you assess my child's work and progress?

Feedback can take many forms. It may not always mean extensive 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:

- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Pupils may be receiving continuous feedback during live sessions with the teacher responding to their work directly.
- Work may be submitted as assignments in a variety of ways including through One Note, Forms, editable documents or through photographs. Teachers can then respond to assignments individually or as a class. Regular feedback will either be sent remotely or given directly in the next live lesson.
- Staff will monitor non-engagement and contact parents if this becomes an issue.

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:

- Sets with SEND children will have an additional adult in the sessions. These adults can go to a 'breakout room' within the live session to work one to one, or in small groups, with any child who is struggling.
- Our support staff will be initiating live intervention sessions for phonics/reading/maths. Children will be invited to these sessions according to need.
- Children who find typing difficult will have the option of writing their work on paper/whiteboard and showing it to the teacher on camera or taking a photo and sending it in for the teacher to see.

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?

- Individual pupils self-isolating will have access to a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- There will not be access to live lessons but pupils will be signposted to appropriate pre-recorded material where appropriate.