

Branton St. Wilfrid's C of E Primary School



'Living by our Christian Values'

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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?

Within the first few days of a pupil being sent home, they will be given learning packs to complete which includes activities linked to reading, writing/spag and maths.

When whole class bubbles or the whole school is asked to close, teachers will also set daily activities which can be accessed through the online learning platform, Microsoft Teams. Children should log on at their allocated time (see timetable) on the first morning they are at home to continue learning online.

The school will provide the pupils accessing remote learning with a 'pack' which will be prepared in advance of the event.

In this wallet, pupils will be provided with:

- pencil/pen;
- a timetable to indicate when the teacher will be live on Teams/directing different subjects;
- an exercise book for work to be recorded in;
- any worksheets to be used;
- reading comprehension;
- arithmetic paper;
- spelling books/spelling programme workbooks;

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. In some instances, children will recap previous learning and embed their knowledge and understanding. However, we have needed to make some adaptations in some subjects. For example (PE, some practical lessons will be supported via video demonstrations)

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:

Key Stage 1	<p>We expect children to be working for 3 hours each day where possible using a blended approach of live, recorded and independent paper based activities.</p> <p>A full timetable will be provided by their class teacher. It is important that children take regular breaks throughout the day and these are built into our teaching timetable.</p>
Key Stage 2	<p>We expect children to be working for 4 hours each day where possible using a blended approach of live, recorded and independent paper based activities. Not all of this learning will be online, some work can be completed independently on paper away from a device.</p> <p>A full timetable will be provided by their class teacher. It is important that children take regular breaks throughout the day and these are built into our teaching timetable.</p>

Accessing remote education

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

Children will access remote learning using Microsoft Teams as their learning platform.

In addition, there will be a combination of:

- recorded video and Live sessions for the start of day registration
- other digital content including:
 - BBC Bitesize
 - Oak Academy
 - White Rose
 - Oxford Owl
 - Times Tables Rock Stars

Some children who find it difficult to access the learning platform will receive printed learning packs.

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 keeps a record of all pupils who do not have access to digital devices.
- Please contact the school on info@st-wilfrids.doncaster.sch.uk if you feel that your child cannot access Teams at home.
- Some devices such as laptops or iPads are available for loan from the school (loan agreements will need to be signed prior to laptop delivery).
- Printed packs are available and can be collected from school as required.
- Children unable to access and submit work through Microsoft Teams should complete activities in their home-learning exercise books and take a photograph of their completed work. This should then be sent to the School Office.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (video recordings made by teachers)
- Resources provided by: BBC Bitesize, Oak Academy, White Rose, Oxford Owl, Twinkl, Times Tables Rock Stars
- Our learning platform: Microsoft Teams
- Printed paper packs produced by teachers (e.g. worksheets)

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?

Branton St. Wilfrid's C of E Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for the children to maintain a regular and familiar routine. We will endeavor to support this.

We recommend that each 'school day' maintains structure and provides a clear timetable for children working from home remotely, where possible.

We would encourage parents to support their children's work by:

- providing an appropriate place to work,
- making sure children are organised
- encouraging children to engage in their learning
- encouraging the children to work independently to the best of their ability
- encouraging the children to engage with the school adults who can offer some guidance and support
- following the remote learning protocols such as muting rules etc.

Should accessing work be an issue, parents should contact school and alternative solutions will be available. These will be discussed on a case-by-case basis.

Parents should contact the school if their child is ill.

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

- Staff will take a register as part of each lesson. They are also able to see which children have viewed and which have submitted assignments.
- This is checked on a daily basis. Parents/carers of any pupils who are not engaging with their work will be contacted by a member of the Senior Leadership Team.

For children who are in school and accessing Teams, teachers will monitor work throughout the day on Teams by:

- Providing daily contact with pupils as and when needed between the hours of 9:00 am and 3pm.
- Providing individual feedback over the week.

For children who are unable to access Teams, contact will be made throughout the week via telephone or email and support will be offered on an individual basis.

If there is a concern around the level of engagement of a pupil/s, parents will be contacted via phone to discuss a way forward.

Any complaints or concerns shared by parents or pupils should be reported to a member of SLT.

Where there is a safeguarding concern, the normal safeguarding would be referred to and the DSL will progress this.

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:

- Providing daily contact with pupils as and when needed between the hours of 9:00 am and 3pm.
- Providing three/four live meetings per day where whole class feedback may be given
- Providing individual feedback on at least one piece of work each week.
- For those children who are not accessing Teams, work can be handed in weekly and after a period of quarantine, work will be marked and feedback will be provided.
- Teachers will look over all assignments submitted after pupils have completed them.
 - Individual feedback may be provided if there is an error/misconception
 - Where a whole class issue is identified, this will be addressed with the whole group in a following session
- Where a teacher has identified a specific need whilst marking pupil work, additional support may be offered through a 'breakout' session after a whole class live lesson

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:

- Teachers will continue to set work appropriate for the child and meet their individual needs. Where possible, targets on their SEN support plan will be worked towards.
- Where possible, specific interventions may still be carried out remotely particularly those using digital platforms such as Teams.
- In some cases, SEND children may be offered different provision such as work packs which will more closely match the ability of the individual pupil.
- Younger children will be asked to complete more hand-on tasks, similar to activities they would access in school. There will still be live and pre-recorded lessons, such as phonics and maths, in which children will be expected to engage.

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?

There will be a blended approach for children who are required to self-isolate. (See remote learning strategy document)

The weekly learning will be guided by the teacher where they will be provided with a work pack or access to some live teaching from home via Teams.