

# **Wickham Common Primary School: information about our remote education offer**

What is Remote Education?

- A broad term that encompasses any learning that happens outside the classroom where the teacher is not present in the same location as the pupils.
- Synchronous Remote Education is where lessons are delivered LIVE through a digital medium EG Microsoft Teams.
- Asynchronous – where the teacher prepares the learning and a pupil can access it at their convenience EG Oak National Academy.
- We deliver the same curriculum but adapted to suit the new learning medium bearing in mind constraints on parents/carers supervising at home.
- Our curriculum must still be carefully sequenced, building on prior learning, taking account of pupil's individual needs.
- The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote Education is one way of delivering that.
- Remote Education can take many formats and that might not always be digital.
- Content needs to be clear, concise, simple – awareness that pupils struggle to concentrate as well when working remotely.
- Misconceptions are not so easily corrected when working remotely and teachers and parents/carers must be aware of this.
- Keep the content focussed, not overcomplicated, not too much new material, focus on the most important concepts.
- Practice basic skills repeatedly
- Feedback can be given to pupils via chatroom discussions on teams, private 1:1 interaction messages, phone calls, quizzes, self-marked tasks.
- LIVE lessons are not always the best!
- Engagement matters but it is only the start!

## **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 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**

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

With effect from the 5<sup>th</sup> January 2021 parents and pupils across years 1-6 who are working remotely are able to access via myUSO where they will access a timetable of activities for the whole week. These daily activities include an English, a Maths and at least one other foundation subject activity linked to the year group's Humanities or Science topic for the term. There are also recommendations with links to the learning platforms for which the school pays (pupils have personal log-ins) such as Education City, Bug Club and Times Tables Rockstars. Lessons are frequently supported by a link to a pre-recorded lesson delivered by The Oak National Academy or The White Rose Maths Hub. These videos have been professionally produced and are recommended by the government. Wickham Common's own staff are also be creating similar pre-recorded teaching sessions for pupils to access at their convenience at home.

In our Reception classes the teachers send out a weekly memo with a timetable of activities and links to recommended websites and also to Bug Club and Oxford Owls. Reception staff will be creating their own videos to support pupil learning.

Every family can expect to receive a phone call from their child's teacher or learning support assistant within the first few days to check on the whole family's wellbeing and health, to ensure everyone can access the remote learning and to offer support including the borrowing of a school device if none are available at home.

If a bubble or an individual is sent home to self-isolate then, as set out above, they will be able to access their learning in the same way.

From the 1<sup>st</sup> February 2021 myUSO will gradually begin to give way to Microsoft Teams where pupil's remote learning will be shared with some LIVE sessions and some pre-recorded sessions being offered.

## **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?**

- During this Lockdown teachers will use the knowledge they have gathered last term about the children, in terms of gaps in learning, to help them to plan very carefully a rich, diverse and engaging set of activities that meets the demands of our curriculum but also that of the individual child.
- Inevitably, our curriculum will be adapted so that parents and carers who are supervising their child's learning at home are able to access the activities.
- Support will be offered to parents & carers.

## **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:

Pupils in Early Years (Acorns & Conkers)	Approximately 2 hours a day – spread out between fun and physical activities to break it up
Pupils in Years 1 & 2	Up to 3 hours per day – this includes looking at videos to support the learning and carrying out the set activities
Pupils in Years 3-6	Up to 4 hours per day – this includes looking at videos to support the learning and carrying out the set activities

## Accessing remote education

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

As described above children in Reception classes receive their weekly timetable and memo via email and on it are activities and links to recommended websites and on-line learning platforms. From the 1<sup>st</sup> February 2021 Microsoft teams will also have the weekly timetable and memo uploaded onto it.

In Years 1-6 pupils currently access their learning via myUSO where they can find activities, questions, task/work sheets, texts, videos etc as well as links to recommended websites and on-line learning platforms. From the 1<sup>st</sup> February 2021 Microsoft teams will gradually replace myUSO.

This is what we usually do for Home Learning but this has now been hugely ramped up for our Remote Learning offer during lockdown.

On Monday 25<sup>th</sup> January we shared with everyone some instructions on how to access Microsoft Teams together with a code of conduct which we will expect everyone to adhere to. Every child will have their own personal log-in.

### 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:

Initially, we have established with each family what their situation is regarding the use of a device for up to 4 hours a day to engage in home learning and also their internet connectivity. As a school, we will loan families a school laptop to support this need for as many families as supplies allow.

We are reasonably well informed about this already because of the way pupils currently engage in their home learning.

We have applied to the government for additional devices and also 4G dongles to support connectivity however not being a school in a 'deprived area' we do not expect to receive many of these devices.

For those families who absolutely cannot access remote education, in line with government guidance, we have invited those pupils into school to use the emergency provision. This will be a last resort in the spirit of keeping everybody's number of contacts to a minimum.

## How will my child be taught remotely?

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

- As described above we use email/myUSo/Microsoft teams and phone calls
- We direct pupils to access pre-recorded teaching e.g. Oak National Academy lessons, White Rose Hub maths lessons and also to video/audio recordings made by our own teachers. This is called asynchronous education.
- We also direct our pupils to access commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. The school subscribe to a variety of these including Active Learn, Education City and Times Tables Rockstars. Individual teachers may also recommend others that are specifically targeted to their pupils.
- By February 2021 we are expecting to be able to deliver a mixture of the above with some LIVE teaching. This will be using Microsoft Teams and we are currently setting this up, training staff and getting log-ins out to pupils. This will take a few weeks. This is called synchronous education.
- Parent and pupil commitment to appropriate behaviours when accessing LIVE lessons is imperative and as such a set of protocols has been shared and must be read and understood before any family should access Microsoft Teams.
- From 1<sup>st</sup> February 2021 we intend that pupils will get to see a year group teacher LIVE on screen most days, this may be to ensure every pupil is on board and understands the day's learning objectives or it may be to introduce a lesson and model how to complete the set activities. It will vary slightly dependent on the age of the children.
- We expect that most primary school aged children will need supporting through these processes including when the teacher is LIVE. A number of things could go wrong and young children will need some adult help.
- We intend to record all LIVE sessions so that pupils who are unable to access the session LIVE can see it later. This is when Synchronous teaching becomes Asynchronous – as in accessed by the pupil at a time convenient to them.

## 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?

Education is not optional. Schools must deliver it and pupils must engage with it as much as they can.

In primary school this will require parental support of varying levels. In Reception it is clearly going to involve the parents and carers fully engaging with the learning tasks set and supervising their very young child at every step. Teachers may ask for photos of children carrying out activities EG: making cakes or of anything produced by the child. They will also likely ask for a portfolio of work to be kept with a view to bringing this into school once we fully re-open. All such work will be celebrated as it was back in the summer of 2020 once pupils return to school. In the shorter term, phone calls between the teachers and parents/carers will establish difficulties and support, guidance and feedback will be offered.

In Years 1-6 the functionality of myUSO and in the near future 'Teams', means that pupils are/will be able to self-mark and upload work directly to their teachers.

With pupils in Years 1-3 it is likely that children will need some adult help with this. Children and/or their grown-ups can make comments and ask questions via the myUSO and Teams platforms and these are private. Teachers can reciprocate in the same way. Teachers will also discuss with pupils and their adults how things are going in regular phone calls where necessary.

Microsoft Teams will also enable parents/pupils to upload work and send messages to give feedback to the child/teacher.

LIVE introductions/lessons may gradually negate the need for so many phone calls.

Teams also records who attends and is engaging with remote learning.

Teams also has a direct email function – however initially this will not be live and will not be monitored. In time this will be developed.

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

For all pupils, teachers are able to check who is engaging on the websites such as Active Learn and Times Tables Rockstars. This is common practice. We will also be fully aware if anyone has not uploaded their work if asked to do so.

Once we are LIVE on Microsoft Teams we will also be able to see who has joined in LIVE or watched the recorded sessions. We will undertake a daily engagement/ registration.

Since most primary school children will require adult supervision when their child is engaging with their remote learning, parents will know whether their child is fully accessing the remote learning offer. It will be very apparent if a child completes their learning in say one hour rather than 3-4 hours that they are clearly not following all the instructions. Parents need to be aware of this.

If a teacher does not see/hear anything from a child for more than a couple of days, they will try to contact that family via emails/Teams/phone calls. If they do not manage to make contact then they will escalate the matter to a member of the school senior leadership team who will again attempt to make contact. Failing that, if they must, the SLT will take the appropriate action ultimately involving the Education Welfare Service if necessary.

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

Feedback can take many forms but is unlikely to mean extensive written comments for individual children since we know conversations are more effective. On Teams during LIVE sessions, there is a 'hand up' option for pupils to ask questions and also a 'Chat room function' which will again be monitored in the session and questions answered.

Other examples could include whole-class feedback or quizzes marked automatically via our digital platforms – these are valid and effective methods of assessment.

Our approach to feedback on pupil work will vary from year group to year group, pupil to pupil and indeed task to task. Some pupils may receive group feedback and some individual, it will depend on the task, the pupil and the need.

This will develop over time as pupil engagement with Teams increases. In the future, we expect to set up 'break out rooms' for pupils using Teams, where a staff member can work with a small group of pupils, giving direct support and feedback.

## **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:

Most pupils with an identified special educational need have been invited to come into school and use the emergency provision.

For those pupils who prefer to remain at home, they will have access to very specific work which will be set for them and talked through with them most likely by their learning support assistant or class teacher.

Parents needing additional help can also speak to Mrs Liston our Inclusion Leader.

Devices for these children have already been sent home where needed.

Regular phone contact will be maintained.

## **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?**

At Wickham Common, the majority of pupils will not be in school during this lockdown. We are not expecting more than 15-20% of pupils to access the emergency provision and even then, on a part-time basis. All pupils will have access to a comprehensive and well-supported remote learning offer as outlined above. Pupils who are considered to be clinically extremely vulnerable and therefore have to self-isolate will access their learning as above and will have the additional virtual support of their class LSA and Mrs Liston.