



Westbrook Old Hall
PRIMARY SCHOOL

Westbrook Old Hall Primary School - 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 if 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 learning offer has been developed from reviewing previous remote learning during 2020, including feedback from parents, staff and children. It also takes into account the EEF 'Rapid Evidence Assessment' which outlines the existing research for approaches that schools could use to support the learning of pupils whilst they are closed due to Covid-19.

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?

Remote education will be available via Seesaw (our online digital learning platform) from the first day of isolation. Teachers will contact children and parents via Seesaw, email or phone calls outlining the expectations of learning.

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. However, occasionally, adaptations in some subjects are needed.
- The remote learning offered links to the existing school Westie curriculum and is broad and balanced. This includes coverage of all statutory subjects.

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:

Primary school-aged pupils	<ul style="list-style-type: none">• The remote learning offer will follow, as much as possible, the structure of a typical school day.• Following the DfE guidance for Remote Learning:• Provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children• Key Stage 2: 4 hours a day
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Accessing remote education

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

- All online learning will be shared via Seesaw (our online digital learning platform). Parents and pupils are familiar with this tool as it is also used to deliver weekly home learning.
- Seesaw enables teachers to provide live and recorded input leading to pupil-teacher interaction and enabling feedback to be given live, through recorded videos and in written form.

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:

- Teachers contact each family (as outlined above) to discuss access to remote learning at home and the school office will survey parents and carers.
- Any children identified as not having access to devices are provided with one from school on a loan basis with appropriate use guidelines shared and agreed. This is reviewed regularly.
- Printed packs of learning and resources can be supplied to parents on request.
- Pupil access to Seesaw is reviewed daily by the teachers. Any pupils not accessing Seesaw are contacted by the class teacher in the first instance with an offer of support. This is raised with SLT if further concerns are identified.
- If parents require further support to access remote education they can speak to their teacher directly or email school.office@westbrookoldhall.com

How will my child be taught remotely?

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

Examples of remote teaching approaches:

Our teaching approaches have been developed from reviewing previous remote learning during 2020, including feedback from parents, staff and children. It also takes into account the EEF 'Rapid Evidence Assessment' which outlines the existing research for approaches that schools could use to support the learning of pupils whilst they are closed due to Covid-19.

- A wide range of pre-recorded video or audio recordings from the class teacher. Teacher instruction/explanations are key elements of teaching and through Seesaw your child will access recorded instructions from their teacher.
- Commercially available websites supporting the teaching of specific subjects, including video clips or sequences.
- Resources to support online learning: PowerPoints with questions/learning, suggested activities away from the screen and scaffolds for learning.
- Live interactions with teacher and children where appropriate.
- Opportunities for peer interaction across the timetable where appropriate.

The above materials and strategies are used to develop a highly personalised and differentiated curriculum for our pupils to maximise opportunities for progress in all subject areas.

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?

There is an expectation that pupils engage with learning on a daily basis and this is monitored by class teachers and or teaching assistants if required. All teaching staff keep a log of engagement and this is reviewed by senior leaders within the school. If a child is unwell/unable to engage with remote education, then parents are expected to contact school in the usual way.

- Staff will support parents and carers with emails, communication through Seesaw and individual pastoral calls with parents.
- Pastoral welfare interactions will take place on a regular basis in addition to live/recorded class pastoral/assemblies on the Seesaw digital platform.
- Where possible, if a child can learn alongside the suggested daily timetable, teachers will be able to support, advise and feedback throughout the lesson as well as offering support materials and extension challenges as needed.
- Children will receive timely feedback from teachers with clear communication regarding the next steps of learning – this will be differentiated in accordance with the age and stage of the child's learning. This may be written, recorded or verbal. This will be in accordance with the school's Feedback and Intervention Policy. Staff can also send work back to the child with notes/video messages on how to improve. The child can then resubmit the work once improvements have been made
- Children can communicate with teachers throughout the day via Seesaw and ask for help if needed
- Where children are unable to learn alongside the teacher and peers, work will be available online at the beginning of each day. Feedback will still be given once work is submitted.
- Teachers will work with parents on an individual basis to support where there are difficulties and offer strategies and prioritise learning.

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

Learning is reviewed daily by teachers and parents can access Seesaw activities set, activities completed by their own child as well as feedback given at any time:

- Clear learning outcomes are set for every lesson with clear success criteria so both parents and children will fully understand what is required.
- Pupils' engagement with remote education is checked daily.
- If a child is not accessing online learning, parents will be contacted for support and guidance.
- If a child is reluctant to complete work, strategies and support is offered by teachers in the first instance with further support from the SENDCO where needed.
- Where parents have shared difficulties in accessing learning, an agreed learning approach will be discussed with parents and teachers.

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:

- Teachers provide timely feedback for all lessons. This may sometimes be during the lesson, either verbally, via online support or written. Wherever possible, feedback will be given daily for Maths and English lessons and within the week for all other subjects.
- Feedback, where appropriate, will be given in line with the school's Feedback and Intervention Policy with comments highlighting the next sequential steps in learning.
- Children will be given the opportunity to respond to feedback.
- Where work is submitted after the day it was set, feedback and learning guidance will still be received by the child at the earliest opportunity.
- Year groups will continue to moderate learning across all classes to ensure consistency in assessment and this will support next step purposeful planning in all subject areas.
- When required, written feedback can also be sent to parents alongside this giving more specific points for improvements or advice.

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:

- We encourage families of children with SEND to be in close contact with the class teacher and SENDCO. Some children find it difficult to access online learning independently and this will look different for different pupils.
- The content of the online learning may be supplemented with additional video messages and bespoke videos made by the class teacher delivering a learning objective in a way that the child can access easily.
- Children have learning packs that contain learning resources to support their learning.
- Teachers make sure that the child with SEND accesses the same whole class experiences as the rest of the class to avoid further isolation.
- Learning is reviewed with the parent, class teacher and SENDCO as often as necessary. Parental concerns are dealt with as quickly as possible because there is an awareness of the impact of difficulties at this time.
- Parents are encouraged to photograph practical learning to then share with the teacher. The teacher in turn will aim to give prompt feedback that is meaningful and motivating for the child.
- 1:1 Microsoft Team training sessions will be offered to parents

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?

Any pupils self-isolating due to Covid-19 will access learning in the ways outlined above as long as they are well enough to engage in remote education.