

Walsden St Peters CE School

Remote Learning



*Creativity is our key to learning*

## **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**

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?**

Our immediate concern is for the welfare of all our pupils and so we will ensure all pupils can be safely looked after either at home or in school if this is deemed necessary.

Each child will be sent home with a pack which outlines our remote learning provision. The pack contains: Pupil logins to Google classroom and Purple Mash, a weekly learning grid with independent tasks for the first day of closure/self-isolation, contact details for teachers and Designated Safe guarding Leads, "How to " guides for our learning platforms, reading book, pens and pencils where necessary.

## **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, we have needed to make some adaptations in some subjects. For example, some units of work in English will be taught at different times during the year. In PE we may provide some alternative suggestions and useful links that can be accessed to help keep children active, whilst staying safe in the family home.
- In the event of a whole school closure, as a staff, we may make decisions about re-ordering sections of the curriculum as some lend themselves more to requiring the resources and experiences we have in school and some are more adaptable for home learning experiences but all pupils will be moved onto these areas of the curriculum and the section moved will be revisited by the whole class at a later date.

## 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	3 hours of high quality lessons (using a combination of live/pre-recorded or other quality resources, provided by sites that also use qualified teachers to deliver the materials and are recommended by the DfE). Google meets twice daily with the pupils' teacher to provide feedback, personalise the learning further and address any misconceptions that have arisen in previous learning. In addition to these lessons, pupils will also receive short daily tasks such as reading, spelling and times tables practice.
Key Stage 2	4 hours of high quality lessons (using a combination of live/pre-recorded or other quality resources, provided by sites that also use qualified teachers to deliver the materials and are recommended by the DfE). Google meets twice daily with the pupils' teacher to provide feedback, personalise the learning further and address any misconceptions that have arisen in previous learning. In addition to these lessons, pupils will also receive short daily tasks such as reading, spelling and times tables practice.

## Accessing remote education

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

<p>Google classroom          Purple Mash          Oak Academy          Corbett Maths          White Rose Maths          Times table rock stars</p>
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### 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:

- All parents are contacted to establish if they have appropriate access to the internet and mobile devices. This information has been gathered at the start of term. Regular communication with parents/carers to ensure the information is up to date through text, newsletters, Headteacher letters, emails from Teachers. As part of our remote learning, the teachers and headteacher keep an engagement tracker to ensure all pupils are accessing the online learning. If a pupil is not accessing the learning they are contacted to ensure that internet access and lack of mobile device is a barrier.
- School has a number of devices set aside for remote learning. These devices are sent home to enable children to access the internet and remote learning. They are loaned to the family for the duration of the school closure.
- We have a number of options to support families to access sufficient data such as providing data only sims and supporting parents in accessing support from the Government directly in applying for routers or dongles.
- If children do not have access to the internet, remote learning resources are copied and placed in Year group boxes in the school car park. If parents are unable to visit school during lockdown, the staff will deliver the paper copies to individual house. Parents can request paper copies through their class teachers via email.
- Pupils can deliver work to the school office or post work to school

Walsden St Peter's CE School

Rochdale Rd

Todmorden

OL14 6RN

01706 812947

office@walsden.calderdale.sch.uk

## How will my child be taught remotely?

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

Walsden St Peter's Remote teaching approaches:

- live teaching (online lessons, greet and meet sessions, Story time) – 2 times a day
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, Corbett Maths)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## 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?

Keeping children in a good routine during any periods of remote learning is absolutely essential to the success of their learning.

#### At Walsden St Peter's, we therefore expect pupils to:

- Engage in daily live and online lessons.
- 'Turn in' assignments set on Google Classroom
- Complete work in exercise and workbooks as provided by class teachers
- Practice routine skills such as reading, spelling and times tables as set by class teachers.
- Attend daily google meet sessions

#### To enable this to happen we expect parents to:

- support school by ensuring their children maintain good routines of sleeping and eating to enable them to be ready for their learning each day.
- Provide the best available environment for their children to learn each day at home.
- Inform school immediately of any support they require in accessing their children's learning or any problems that are preventing them from completing the work.

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

- The teachers will take a register of attendance each day at the Google Meets and record when work is submitted on Google classroom and Purple Mash
- The teachers will complete an engagement register for each class which will be forwarded to the Head teacher. In the first instance, the teacher will contact parents via e-mail or telephone to offer support and establish if there are any barriers to engagement. If the pupil still does not engage the Head teacher will contact parents directly through a phone call or home visit.

### 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:

- Graded pieces of work that generate scores either automatically following a quiz or following teachers' individual gradings e.g. Times Tables Rockstars, Purple Mash.
- Written/typed feedback can be written by the teachers in response to work that has been submitted by the children.
- Feedback is daily; whether that be instant through the use of the live lessons or instant scoring of a 'quiz' or through feedback following an assignment. Some of the most personalised feedback during the week comes the individual google meets or the opportunity for drop Q & A sessions.

### **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 will aim to set activities that enable the pupils to engage with the teacher, in order to allow levels of work to be carried out without the adults at home constantly needing to read or provide support with the technology.
- The work set for younger pupils will have a greater reliance on photographic evidence to be submitted along with in depth discussions with parents during the daily sessions.
- Remote education for our pupils with SEND will be personalised to the needs of the child and will consider the levels of support that can be realistically expected from families at home. Additional Google Meet sessions are scheduled with Teachers/TAs and SEND children

### **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?**

Children will be provided with activities that will be relevant and well sequenced and will always aid learning in each of the areas currently being taught in class. (The specific tasks set may change in nature due to the availability of resources available from home). The work set will be ambitious and cover a range of subjects each day. Where a pupil is having to self-isolate for a significant amount of time they will also be offered the opportunity to attend a Google meet with their class. Feedback will be provided to pupils and parents in the same ways as described above. The pupils will be provided with a learning grid which details provision for all curriculum areas using a combination of recorded Oak academy lessons, White Rose Maths and independent learning tasks.