



Policy Remote Education

School Motto

Dream, believe, achieve together.

Persons with Responsibility

All staff

Sara Walker

Governors

Linked Policies

Online Safety

Teaching and Learning

PSHCE

Inclusion

Next Review: November 2022

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

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 website (www.westwoodpark.org.uk) has numerous links that we recommend in our 'Kids Zone'. On a regular basis, we teach the children how to access these websites and make sure that they all have their passwords.

A paper pack of work will be given to parents/posted or delivered within two days.

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. There is a strong focus on basic skills. However, we have needed to make some adaptations in some subjects such as projects in Art and P.E.

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:

Foundation Stage	
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

In Foundation Stage we use **Tapestry**. In KS 1 and 2 we use **Seesaw**. In addition, we recommend a range of websites including:

- White Rose Maths
- Oak National Academy
- Times Tables Rockstars
- Purple Mash
- My Maths
- Prodigy
- Phonics Games
- BBC Bitesize
- Science Experiments to do at home
- Morning Challenge

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:

We have accessed all the Government laptops for our school that have been available so far.

- We prioritise families according to need.
- School has procured mobile broadband SIM access for families that need it.
- Parents can collect paper packs and/or school will deliver. During national lockdown, staff delivered paper packs to ALL pupils weekly
- Staff collect paper packs weekly during national lockdown.
- Staff visit/phone/email parents at least weekly for a welfare check.

How will my child be taught remotely?

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

Remote teaching approaches:

- Access to online lessons
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Daily communication on Tapestry and Seesaw
- Whole school/group communication on our Groupcall service.

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?

We hope to work efficiently as a team with our parents.

- Daily communication via Seesaw/Tapestry
- Home routines set (advice available)
- Work completed

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

We hope that every child is able to access one of our methods of remote learning.

- Daily check online.
- Weekly paper pack
- Weekly communication by visit/phone call/email, text etc
- Concerns will be recorded on CPOMS and parents contacted.

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:

- Online communication via Seesaw and Tapestry
- Phone call/email/text communication
- Written feedback
- Whole class feedback
- Online competitions/quizzes
- We aim to have daily feedback online and at least weekly feedback off line.

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:

- Communication via phone call, in person to decide on the best course of action
- Additional technology provided.
- Specific equipment provided, arm rests, buff paper, special seats etc
- Contact with Speech and Language, Educational Psychologist, Physiotherapist etc to facilitate plans.
- Contact with SEND Co-ordinator

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.