



Castle Road, Wroxall, IW PO38 3DP

Tel. 01983 852290

office@wroxallprimary.co.uk

Wroxall Primary School Remote Learning Provision

This document is a brief overview of the school's approach to remote learning and should be read in conjunction with the school's Remote Learning Policy

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 to remain at home or if, due to staffing restrictions or staff needing to self-isolate, children need to be taught remotely for a period of time.

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?

A daily task sheet will be uploaded onto Google classroom or Tapestry. This task sheet will contain at least 5 tasks or activities for the day, covering a range of subjects from the primary curriculum. These will include tasks and activities linked to English, maths and foundation subjects. The expectation is that KS1 work should take approximately 3 hours to complete each day's tasks and KS2 work should take 4 hours.

If individual or small numbers of children need to self-isolate due to testing positive or being contacted by test and trace, work will be uploaded to Google Classroom ready for them to access immediately. This work will be found in a folder labelled; **'Self- Isolation First day'** Following this, class teachers will upload work on a daily basis (clearly labelled with the date) for children to complete.

This work will be closely linked to the class' current learning topics and will include resources to support children to complete the tasks. Work may be drawn from a number of sources including Oak National Academy.

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?

If the whole class is self-isolating, or the class teacher is self-isolating but well enough to work from home, we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers will endeavor to follow their usual daily and weekly timetables, teaching the whole range of curriculum subjects.

Wherever possible, the successful teaching strategies from the classroom will be replicated online. This may include explanations, modelling, scaffolding of tasks and the use of concrete, pictorial and visual support materials. Recorded inputs will be used to support some of the teaching and live teaching sessions will also be used where appropriate with the whole class or with small groups. Some adaptations have been necessary to teach subjects such as: P.E., music, science and design technology for example. This is largely due to the equipment and resources available in school and at home.

If individual or small groups of children need to self-isolate while the rest of the class remain in school, from day 2 of the self-isolation period, work will be uploaded to Google Classroom to closely match the work taking place in school.

Again, a daily task sheet will be uploaded each day (clearly labelled with the date the work should be completed). The daily task sheet will seek to follow the timetable of lessons children would access if they were in school and will cover a range of primary curriculum subjects across a week in line with the class' medium-term plans.

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	3-4 hours per day 3 hours per day for children in KS1 4 hours per day for children in KS2. (This may be slightly less for children in Reception)
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Accessing remote education

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

The daily task sheet and related resources (recorded clips, visual aids, links to live lessons, links to video clips) will be uploaded onto your child's online learning platform account. Google Classroom will be used for this platform within most classes. Tapestry will be used for children in our Reception/Year 1 class. All other classes will use Google Classroom. Your children will be able to log-in using their individual Google Classroom or Tapestry log-in details.

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:

Tapestry and Google Classroom can be accessed via a smart phone, tablet or computer.

The school has a small number of government provided laptops which can be loaned to families who are without any devices for accessing the online platform. Please contact the school if you require further details about this.

The school will seek to support families who are struggling with internet connection/broadband by providing details of a government scheme to ensure that all families have access to additional data if needed. Please contact the school if you require further details about this.

Despite this support, if you are unable to access any teaching and learning remotely, please do contact the school office. It may be possible to print out paper resources in school for you to collect as an alternative.

How will my child be taught remotely?

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

- Recorded teaching inputs (These may include short video recordings created by class teachers or may be links to clips on endorsed sites such as BBC bitesize or Oak National Academy). All recorded teaching or video clips will link directly to identified curriculum content and will link to the school's planned curriculum policy for each subject.
- Resources uploaded by teachers onto your child's Tapestry/Google Classroom account to be completed on-screen or within books. (Resources may be printed if you choose to do this. Exercise books can be provided by school if required.)
- Wherever possible resources will be designed to be completed on-screen, negating the need for to print out work at home.
- Live teaching inputs and class/group check-ins by class teachers or support staff (online lessons).
- Printed paper packs may be made available (to be collected from school) for identified children to suit their learning needs.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. This will include access to ongoing teaching and learning resources such as: Hit the button, TT Rock Stars and Spelling Shed

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?

A daily task sheet will be posted in a new dated folder on Google classroom or Tapestry by 8:00am on each teaching day. This will contain, and clearly explain, the tasks to be completed during the day.

Wherever possible, the plan will follow your child's usual school timetable and will contain a range of Primary curriculum subjects including English and maths each day.

The links for any recorded learning or audio/visual clips will be included on the task sheet. The timings and links for daily check-ins or live teaching inputs will also be included on the sheet.

Any written work can be recorded within exercise books provided, photographed and uploaded onto your child's Google Classroom/Tapestry account or can be completed on screen. Please do feel welcome to add additional comments or questions for teachers and ask for support if needed via Google classroom. These comments can be uploaded in response to the individual tasks set. On Google Classroom, underneath the work, there is the option to leave a private comment for the teacher. Responding in this way will automatically alert teachers that a message is waiting for them. Please do not leave messages in the 'stream' tab on Google Classroom as they could be missed.

We aim to provide work which children can access with as much independence as possible by including video clips and modelling expectations. However, it is acknowledged that children in Reception and KS1 will need more adult support to access the tasks.

Setting a clear timetable with regular breaks will support children to maintain focus. Some children, particularly those with SEND, may require more regular rest breaks.

Wherever possible, tasks should be completed on the day they were set and uploaded for your child's teacher.

There is no expectation for teacher to respond to work posted after 3:30pm each day, so please ensure that work is uploaded before this time.

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

Children should upload completed work to Google Classroom/Tapestry for their teachers to check. Photographs of work can be posted directly.

Daily engagement is expected by children unless the school has been notified that your child is too unwell to work. The usual absence reporting procedure should be followed.

Teachers will check accounts daily and provide feedback. That may be in the form of acknowledgement or verbal/written comments.

Teachers may respond to feedback received by adapting their teaching for future lessons. Additionally, they may provide additional or different work for some children or may arrange video calls with groups of children to address misconceptions. Teachers will make daily check-ins with all children in the form of group/class Google Meet sessions. Live teaching inputs may also take place in this way.

Additionally, if the whole class is self-isolating for a period of time, teachers will provide individual check-in phone calls. The purpose of these calls will be: to check on wellbeing and support engagement or progress. If children have not engaged with learning, these phone calls will be an opportunity to discuss this and to offer further support.

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 will review work daily and offer feedback. In line with the school's Feedback and Marking policy, this feedback may be brief, acknowledging their attainment of the learning objectives or may offer greater detail with regard to next steps. Feedback may be written or provided through the recording of a verbal message

Individual and/or class feedback will take place daily during live check-ins. Work must be submitted by 3:30pm each day on order to receive feedback.

Children who have concerns, queries or questions can also contact their teacher directly via Google Classroom. By sending a private message when submitting work, children will be able to gain further feedback and support. Teachers will not be expected to respond outside of normal working hours.

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:

Bespoke activities may be made available, in the form of work books or additional resources for those children who need more support.

Teachers will provide learning to suit the needs of different children as they would within the classroom. This may involve different tasks for different children.

Staff will check in more regularly with children who have additional needs and require further support to access learning. This may include contact from learning support assistants, the school Family Liaison Officer or SENCO.

Input sessions for children in Reception will be shorter and will encourage further learning through play, as would be the case within the classroom.

Check-in opportunities with class teachers will provide parents or carers the opportunity to raise any concerns with regard to on-line learning. Teachers will seek to find ways to overcome barriers and support children to access learning.

Learning support assistants may provide additional tutoring support for individuals and small groups, delivered remotely (in line with our Remote Learning and Safeguarding policies).

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?

As previously outlined, one day's worth learning will be uploaded into your child's Google Classroom or Tapestry account in a folder labelled, **'Self- Isolation First day'** This will allow instant access to learning for children who cannot attend school. Learning tasks will include English, maths and topic work.

Following this initial day, teachers will upload work on a daily basis, as closely matched as possible to the work taking place in class. This may include blended learning sessions where children learning at home log-in remotely to join the lesson within the classroom. Links/times for these sessions will be included in the daily task sheet.

Staff will endeavor to check the work uploaded each day. However, as teachers will also have their usual classroom teaching and learning commitment, the level of feedback may not be as detailed as it would be if the whole class was learning remotely.