

# Wilden V. A. Primary School

A Church of England School



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## 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.

In writing this document our standards and expectations meet government directives but all staff at Wilden appreciate just how difficult it is for parents to home school their children whilst juggling their particular work and family commitments.

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?

All children will firstly be offered exercise workbooks to take home to use for subjects. When the children are at home, we will upload a weekly timetable to Class Dojo with Maths, English and foundation subject lessons for every day. Relevant links will be on the timetable and any extra resources that are needed will be uploaded to the Dojo page. We will provide some worksheets for the children that correspond to lessons, but we will not expect parents to print out worksheets every day. In many lessons, the answers can be written on plain paper if parents do not have a printer at home. Where appropriate, we will also provide some Dojo assignments where the children can send their work to teachers directly through Dojo. The school will print home learning packs if needed. Parents are to inform the school if this is required. Where a child needs to go home midway through the day, he or she will be sent home with paper-based work (KS1 and KS2 only) so there is no disruption to a child's learning whilst parents have time to access the online 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 will teach the same curriculum remotely as we do in school. Learning objectives and lesson content will be the same but the children working from home may need to use different resources to those in school. This will be taken into account by the teacher when setting work and giving feedback.

We may have to make some adaptations in some subjects, for example, in lessons such as PE, Art, DT and ICT where the same resources and equipment are not necessarily available at home.

## **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:

**Nursery:** Every moment of every day is learning through play.

**Reception:** Play is fundamental to learning. Every day, the children will be provided with a mix of teacher or TA recorded or live sessions, or links to quality recorded lessons.

**KS1 children:** At least 3 hours per day.

**KS2 children:** At least 4 hours per day.

This includes the time spent working through lessons, watching videos, working through Power Points, etc. and the time children take to complete tasks.

Breaks and lunchtimes are timetabled to take place.

Pupils are not expected to do school work outside of normal school hours.

Pupils should be present for online learning from 8.45am to 3.15pm from Monday to Thursday and 8.45-1 on a Friday, with the exception of breaks and lunchtimes (family schedule permitting).

Pupils who are unwell are not expected to complete work until they are well enough to do so. The class teacher must be informed if this is the case.

The school will monitor any child who has not accessed the online learning daily.

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## Accessing remote education

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

#### Nursery

Twice a week or more the Early Year's team will record stories for the children to listen to, the link will be emailed and posted on the Dojo page. There will be some activities that cover the prime areas of learning which will also be uploaded to the weekly home learning information sent out.

#### Reception

Pupils will access online learning via the links and the information emailed and posted on Dojo every week. A timetable is given to parents with times every day when the class teacher is available to speak to the children live if they require verbal feedback, explanations, reading time etc. Every Friday morning there is a live sharing meeting to share the week's learning with each other.

#### KS1 and KS2

A timetable will be sent to your child on Dojo every week with lesson outlines and links to online lessons. Any resources that are needed will be uploaded to the Class Dojo page. We will use a mix of teacher prepared lessons and activities and quality recorded lessons such as those provided by; Oak Academy (the Department for Education's online curriculum), White Rose Maths, BBC Bitesize and any other appropriate resources that teachers select to improve the children's understanding.

There will be a daily morning registration and 'hello' by each class teacher or teaching assistant which may take place independently, in a small group, during a phonics session or as a whole class. This may be virtual or via a telephone call.

Attendance will be monitored but with the understanding that for some of the time, some children will not be able to access the live sessions if their parents are themselves working at home, perhaps where a device is shared between parent and child and/or attending to other siblings.

In the longer term the school is investigating setting up either Microsoft Teams or Google Classrooms but investment in hardware and staff training is needed before this can come to fruition.



## **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:

### **Nursery**

Twice a week or more the Early Year's team will record stories for the children to listen to, the link will be emailed and posted on the Dojo page. There will be some activities that cover the prime areas of learning which will also be uploaded to the weekly home learning information sent out.

### **Reception**

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### **KS1 and KS2**

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In the longer term the school is investigating setting up either Microsoft Teams or Google Classrooms but investment in hardware and staff training is needed before this can come to fruition.

## **How will my child be taught remotely?**

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

### **Live Teaching:**

#### **Nursery and Reception**

There will be a recorded story and rhyme time uploaded onto Dojo and sent via email at least twice a week read by the Teaching Assistant or Class Teacher. There will be Phase 1 phonics lessons recorded for Chipmunks at least twice a week and links sent via email and Dojo.

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In Reception, a recorded phonics teaching session will be available daily. A recorded daily Maths input will also be sent via email and dojo.

Live reading with the teacher, extra input and verbal feedback will be available for all children in Early Years via a weekly timetable.

A Live sharing session will be once a week for children to share the week's learning and the teacher to feedback.

## **KS1 and KS2**

Via Zoom, teachers will meet each child working at home twice per week towards the beginning and end of the week. This is to discuss elements of work set for the week and to ensure children understand what is expected of them. Towards the end of the week this will be to check children's learning and discuss any difficulties with work set thereby addressing misconceptions.

Teaching assistants and teachers might choose to deliver shorter sessions to small groups of pupils as needed, or teachers and teaching assistants might use break out rooms within Zoom as appropriate.

All members of the school community will be invited to a celebration Zoom event every Friday where children's achievements will be celebrated.

## **Recorded Teaching:**

Teachers might record themselves teaching to cover the same lesson objectives and content as lessons taught in the class.

Oak Academy and White Rose pre-recorded lessons might also be used.

## **Textbooks and Reading Books:**

For children accessing phonic books, parents are asked to drop them in a box outside the school gates on a Friday and a replacement book will be available on the Monday. Bug Club is also accessible at home for all children.

Scans of extracts from books (albeit complying with copyright law) will be placed on Dojo if needed.

## **Commercial Websites:**

These will be carefully selected by teachers to use if they add more information and understanding to the planned lessons. Those being used and/or recommended will be listed on the home learning timetable published on Dojo.

**Please see Annex A for a rationale of why these methods have been chosen.**



## 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?**

**In requesting parental support as outlined below, school staff are very mindful that many parents are trying to work from home as well as home-school one or more children, so what follows is the ideal! We so appreciate the enormous challenges you are facing!**

- **Nursery pupils:** We expect the children to join the twice weekly live story sessions which will take place on Zoom.
- **Reception pupils:** We expect the children to join the virtual learning sessions that are taught by the class teacher and for parents to support their child in completing the home learning activities that are shared on the home learning timetable and via Class Dojo. Completed work is encouraged to be uploaded to the children's portfolio on class Dojo.
- **KS1:** We expect all children in KS1 to complete at least 3 hours of home learning each day, following the weekly timetable shared by their class teacher.
- **KS2:** We expect all children in KS2 to complete at least 4 hours of home learning a day, following the weekly timetable shared by their class teacher.
- We expect the children in KS1 and KS2 to engage with their home learning timetable by accessing the work tasks set each day and completing the activities. We expect at least one piece of work to be uploaded each day to Class Dojo for the class teacher to comment on.
- We expect all children to join the virtual sessions that are planned to enable us to support their learning by explaining new concepts and to give teachers the opportunity to address misconceptions and answer questions about learning.
- We would like your support as parents in setting routines to support your child's education. Try to use normal school hours as a guide and create a daily routine that your child can keep to every day. Timetable breaks into the day and have a lunch break before starting on the afternoon foundation subjects. Please help your children to access their learning by making sure that they have all the online links and resources that they need for their learning each day. Where possible, provide a quiet, distraction free space for them to complete their work.
- If your child has found any of the work challenging, please let their teacher know via Class Dojo so that further support can be put in place and planning can reflect any ongoing needs.
- We will send out survey monkey questionnaires every month to gauge parents' feedback about the online learning.

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

- Every day, there will be some face-to-face contact planned for the class with the class teacher. The time of these sessions will be shared on the home learning timetable at the start of each week. On two days each week, a longer virtual session will be planned to enable teachers to explain new concepts, introduce activities, answer questions and clarify misconceptions or deliver specific teaching content e.g. phonics in Early Years. On the other three days, a shorter session will be planned to 'touch-base' with children who are learning at home. It may be a virtual story time at the end of the day, to find out how the day's learning has gone, to answer any questions and to read the children part of a class text. The class teacher will take a register after each of these sessions.
- All work that is shared via Dojo will be looked at and commented on as soon as possible. This may be at the end of the day as class teachers are teaching full time. Class teachers will keep a record of who has returned work each day.
- The weekly timetable has a space for children or parents to complete feedback after each lesson. This does not need to be printed and can either be filled in by the child, or for younger children, filled in by a parent. There are faces that can be highlighted to show how the child felt their learning went during the lesson. There is a box for comments if the parent or child needs to ask a question about the lesson. This sheet can be shared with the teacher at the end of each week by attaching to a message on Class Dojo. Please ensure these sheets are with your child's class teacher by 4pm at the latest each Friday. This will help teachers to monitor pupil engagement and understanding with each of the lessons they complete.
- If a class teacher is concerned about pupil engagement, for example if a pupil is not accessing virtual sessions with their teacher or does not share at least one completed piece of work every day, the teacher will send a private message on Dojo or phone parents directly to discuss how they can support. Class teachers will find out if the pupil is able to access their home learning and if not, talk to parents about anything that they may need to help them.



## **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:

- Class teachers will respond to work that is uploaded onto Class Dojo with brief comments, suggesting ways forward or next steps where appropriate. Where a misconception is evident, planning will be adapted to address this or the class teacher will address this with individual pupils if more appropriate. Teachers will respond to all work submitted on the same day where possible or as soon as possible after that, in order to ensure that children are ready to move on with the next step of their learning.
- Class teachers in KS1 and KS2 will continue to use Assessment for Learning techniques during virtual face-to-face learning sessions, for example by using questioning to find out how much children have understood.
- The pupil's timetable with the feedback options will be sent out to parents by Monday morning each week. This will need to be uploaded to Dojo by children/parents by 4pm at the latest on Friday of the same week. These sheets will be reviewed by teachers in preparation for the following week's learning and any concerns raised will be acted upon as needed.
- We hope that the use of emojis will support busy parents to very quickly complete the feedback sheet. This will help teachers and TAs identify what children have found difficult as well as what they found easier or engaging. There is a box for comments if you need to ask a question about the lesson.

## **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 provide open ended and differentiated activities where possible, in order that all children, including those with special education needs, can access the remote learning and can produce work within their capabilities.
- We will regularly check-in with parents of children with SEND to ensure that their child is able to access the work being set.
- For families with younger children, for example those with children in Reception and Year 1, class teachers will work closely with parents to deliver remote education. Class teachers will ensure that all home learning is age appropriate and will plan activities that parents can complete at home with their children. Teachers will make

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suggestions of practical resources that parents may have to hand around their home, and that might be appropriate to support learning. For example, using dried pasta shapes when counting or completing number-based Maths work.

- Class teachers will use their twice weekly virtual sessions to check with children and parents, where parents are supporting younger children to access these calls, that they can access and understand the work that has been set for them.
- We would warmly encourage any parents who are concerned about any pupil who is struggling to access the remote learning to contact their child's class teacher to discuss what support can be put in place.

## 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?

- The home learning timetable will be provided for any children who need to self-isolate and will mirror the lessons being taught in class as much as possible. Learning objectives and content will be the same although the resources used at home may need to differ slightly from some lessons that are delivered in school. This will be taken into account by teachers when planning and when giving feedback on any work completed at home. The home learning timetables follow our school curriculum and lessons are carefully planned and sequenced to ensure meaningful and ambitious work is set each day in a range of subjects. Feedback will continue to be offered on completed work as described above. Class teachers will contact any pupils who need to self-isolate on a weekly basis to discuss their learning and to provide additional feedback as well as support for mental health and well-being.



## **Annex A: Remote education provision: information for parents – a rationale for the remote learning**

Under current lockdown restrictions, the teachers will divide their time between children being educated at school and those remaining at home. This means that teaching assistants (TAs) will also split their time between supporting learning at school and at home. Larger 2-form entry schools are fortunate to be able to have one teacher in each year working exclusively at school, whilst the other teacher can focus all their attention on those working at home.

Parents will already be aware that some teachers and TAs work part time. Pre COVID, staff could rapidly be deployed across the school when staff elsewhere in the school were absent. However, this is no longer the case as schools must adhere to government guidance to keep staff and children in bubbles. Inevitably this means that the way a class operates is dictated by the working hours of teachers and TAs in order to teach in school and to children at home. In school, teachers and TAs have often offered to change their working hours to fit in with the needs of the school but many cannot as their own working hours need to fit around the needs of their own family situation.

Senior leaders have spent many hours looking at different solutions to remote learning but what is suggested in this document is the current best fit, but as time goes on it might not be the optimum solution. Rest assured we are committed to constantly reviewing the situation and making the offer for your children the best it can be with the resources at our disposal.