

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?

The first day of being sent home your child will be provided with English, maths and science work. This will be work appropriate for your child's year group. Day one work is set via Show my homework.

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?

In a full closure of the school, when all pupils learn at home

(Except for those attending onsite provision i.e. vulnerable learners and children of critical workers, and as stipulated in the latest guidance)

We follow the timetable for each child.

Approximately a third of lessons are delivered as live lessons via Teams and all other lessons are set as independent learning via Show my homework.

Live lessons are allocated across the week and your child receives their timetable identifying when live lessons take place.

Guidance times are delivered by assembly, or by a form tutor. PSHCE continues to be delivered through form tutors.

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 3 and 4	5 hours. Work will be set for the same lessons your child has on their timetable.
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Accessing remote education

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

Live lessons are delivered via **Teams**

Independent work for all other lessons is set via **Show my homework.**

Pupils attitude to learning, or lack of engagement, is communicated to families via **ClassCharts**

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:

For pupils to be able to access the work that is being set is a priority for the school. The school has accessed devices and has worked to configure them to ensure they are useable.

Families are encouraged to investigate the use of the all devices available (such as X-boxes and PlayStation)

If your child does not have access to a device on which they can complete their work, or if they have insufficient data to access learning remotely they should contact Mr Stewart on istewart@wootton.beds.sch.uk

Teachers are being asked to set a range of activities so that pupils do not need to work online for the full five hours. Our plan attempts to stagger live lessons so that families with children in different years can manage the use of devices. Teachers are also being asked to use a range of assessment strategies so that not all work has to be submitted online.

If your child has difficulties logging on or accessing sites you can email it@wootton.beds.sch.uk

How will my child be taught remotely?

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

Pupils learn in a number of ways:

- ❖ by listening to teachers and identifying what they understand in that moment (live teaching)
- ❖ by repetition and practising skills (short answer questions and activities)
- ❖ by applying knowledge (creating longer creative pieces, solving problems, longer written answers).

The independent work set via Show My Homework allows each child to embed their learning, revisit topics that have been learnt before that link to current topics, and use and apply their learning. The work that they submit to teachers allows staff to plan their next lessons to revisit the areas that have not been learnt well, and build upon what their pupils do know.

The blend of online learning and set work means that we can provide your child with a range of learning opportunities to support their progress, as well as ensuring they do not need to be in front of a screen for 5 hours a day. We encourage all our learners to complete a number of tasks each day at a desk or table, away from their digital devices.

Approaches we will use are:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils can access online, such as Kerboodle
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- opportunities to practice using knowledge and skills through answering questions, solving problems, completing creative projects (Art, Media, Music)
- opportunities to explore their understanding through extended writing, production of summary pieces/revision resources.

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 ask that pupils aim to follow their normal school day routine, starting at 8.35am and ending at 2.30pm. We believe that this daily structure supports wellbeing and helps maintain a good approach to learning. However, we understand that for a range of reasons this is not always possible or appropriate.

We set work for the day your child would have that lesson. We do not expect your child to spend longer than the time of a lesson on it (usually 55 minutes). Due to the intensive nature of home learning, we are not setting homework. Each week your child also receives a pupil bulletin with challenges and tasks they can choose to complete.

We expect your child to complete 5 hours of learning a day, unless they are ill or attending an appointment.

We ask that parents and carers:

- ❖ provide a quiet area for their child to work – a desk or table is best
- ❖ turn off the tv, games, their mobile phone
- ❖ write answers or notes during live lessons
- ❖ encourage your child to try every activity
- ❖ congratulate your child for maintaining focus, trying to complete work they find challenging, great presentation, extra research

If your child is stuck:

- ❖ ask your child to describe what they have been asked to do
- ❖ identify the first action in a task and focus on that
- ❖ encourage them to contact their teacher via Show my homework or email

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

We monitor pupil engagement at a subject level through attendance at live lessons, and by monitoring their log in to Show my homework, as well as submission of work.

If your child is not attending live lessons, or submitting work, then our teachers log this on ClassCharts and you will be alerted.

The school uses this monitoring and you will receive a phone call if your child misses live lessons, unless you have told us they are ill via attendance@wootton.beds.sch.uk

Our weekly monitoring also highlights pupils who are not logging in to access work on Show my homework, and you will also receive a phone call if your child is not accessing this independent set work.

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:

For each teaching group, teachers complete whole class assessment once a fortnight, and in the second week they gather less formal feedback (self-assessment, quiz response and so on).

Whole class assessment identifies areas of strength as well areas of common misconception. This information is sent to the class in the form of a WWW (what went well) and EBI (even better if) document and is used to plan the next cycle of lessons, ensuring that gaps in understanding are addressed.

Less formal feedback that your child receives regularly, but at least fortnightly, includes quizzes they complete as part of a lesson, verbal feedback in live lessons, answers provided for self-assessment.

In addition, we are running our normal assessment schedule with our pupils.

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:

All pupils in receipt of an EHCP are encouraged to attend our onsite provision, and work with a Teaching Assistant to support them in engaging with the set work. In all cases the school maintains a record of how the parents, child and school will work together to ensure the child makes progress.

All pupils with SEND have additional contact with their keyworker so that support is available for their learning.

This may be:

- A teaching assistant attends a live lesson
- Phone calls/online calls to support with a subject area
- Phone calls to support with organisation of work or wellbeing

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?

Where the majority of pupils are attending school, but some pupils are self-isolating:

On day one of self-isolation for any pupil, they will be set English, maths and science work via their school email.

From day two, the work that is completed by the class in school will be provided to your child so that they complete the same work. Currently that work is sent via email.