



Information for Parents – Remote Learning

January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and families 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?

At Wimborne St Giles we are ready to switch to remote learning immediately. Your child will be given access codes to any live teaching and to their virtual classroom on Class Dojo. The work that your child will need to complete each day will also be uploaded to the Home Learning Pages on the school website so that you can access these resources at any time. Your child will be able to upload all work completed to their Class Dojo portfolio and feedback provided will also be provided on this learning platform. Work packs will be provided if children require hard copies of resources.

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?

Your child will be taught the same curriculum remotely as we follow in school. This is to ensure that when your child is able to be back in school the transition is seamless.

We may need to make adaptations to the way in which we deliver the curriculum content in some subject areas as we will not be able to fully replicate the classroom environment.

For example, we know that for our younger children teaching via Zoom can be challenging and we may use pre-recorded phonics sessions with live feedback at the end of the session, rather than these sessions being fully live.

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:

Early Years (Nursery and Reception)	Collective Worship:20 minutes (per day) Phonics: 30 minutes (per day) Maths/English: 30 minutes (per day) Letter formation/handwriting: 15 minutes (per day) Other curriculum: 30 minutes (per day) Story time: 20 minutes (per day)
Key Stage 1	Collective Worship:20 minutes (per day) Phonics, Spelling and Grammar:30 minutes (per day) English: 45 mins (per day) Maths: 45 mins (per day) Other curriculum: 90 mins (per day) PE: 30 minutes daily activity and a PE lesson weekly Storytime: 20 minutes per day
Key Stage 2	Collective Worship:20 minutes (per day) Reading: 30 mins Spelling, Punctuation and Grammar (30 minutes) Writing: 60 mins Maths: 60 mins Other curriculum 90 mins (per day)

Accessing remote education

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

Every class has their own Home Learning pages and the timetables, resources, videos etc, for each each day will be uploaded here for parents to access at any time. The timetable for each day will indicate which sessions are live. Live teaching will be delivered via Zoom and access codes will be provided by each class teacher. For Years 1-4, work will be uploaded and feedback provided via Class Dojo. All children have their own Learning Portfolio on Class Dojo and pupils and families have already been provided with access codes for this. Parents will also be able to use Class Dojo to message class teachers and request any further support relating to their child's learning. For children in Early Years (Nursery and Reception), learning will be set and can be uploaded to Tapestry. Tapestry will also be as a communication tool between families and their child's teacher.

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:

- *If families require technological devices, they can request to loan a school iPad for the durations that their child is learning at home. Please contact the school office (office@wimbornestgiles.dsat.org.uk or 01725 517347 to request this support.*
- *If families do not have online access, Home Learning Packs will be provided. These can be collected from the blue box outside the school office. If parents require hard copies of resources, these will be available to collect on the Friday before the learning is scheduled.*
- *Pupils can submit work to be marked by dropping completed learning into their class communication box outside school at the end of every week so that feedback can be provided.*

How will my child be taught remotely?

We will deliver remote learning using a range of approaches, depending on the nature of the learning activity:

- *live teaching via Zoom*
- *recorded teaching (using 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*
- *lessons that combine live teaching and independent activities away from the screen*
- *practical and outdoor 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?

We expect that children will:

- *Follow the daily timetable of learning provided by your child's class teacher*
- *Attend all timetabled 'live' teaching sessions where possible and complete the learning set for each day on the Home Learning pages of the school website*
- *In live learning sessions, ensure that they are Ready, Respectful and Safe*
- *Upload completed work to their portfolio on Class Dojo within the requested timeframe*
- *Try their very best and follow the guidelines and expectations for presenting written work*

Parents can support by:

- *Establishing clear and consistent routines*
- *Ensuring your child has a designated space to work, preferably at a table*
- *Following the daily timetable set by your child's class teacher*
- *Modelling enthusiasm for the learning tasks set*
- *Building in regular time outdoors*
- *Ensuring your child gets a good night's sleep each day*

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

We are really keen that no child misses out on their learning whilst they are unable to attend school. We will check whether your child is engaging with their work in the following ways:

- *Teachers will be keeping a daily register or log of who is attending live sessions, what work they receive and that they can access online learning programmes.*

If there isn't evidence of children accessing learning after a few days the following action will happen:

- *Your child's class teacher will contact you to see how you are getting on with remote learning, to discuss any issues and to offer any support.*
- *Further support may take the form of:*
 - *Offer of a school place*
 - *An alternative offer such as a home learning pack that can be delivered to the home*
 - *Loaning resources to ensure learning can be accessed*
- *A follow up phone call will be scheduled to explore whether any further support is required.*
- *If there is still no engagement in remote learning, Mrs Hill will be in touch to arrange a meeting and to agree a plan of action.*

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:

- *We will use a mixture of live, recorded and written feedback depending on the teaching method we are using*
- *Depending on the feedback provided, your child may need to complete a follow up activity or answer a question from the teacher - this will be made clear when feedback is given*
- *Feedback on learning that has been completed will be provided daily in reading, writing and maths and either daily or weekly in other subjects*

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:

Together We Grow

When planning and delivering remote learning for pupils with SEND, we will:

- *Start with the individual needs of the child and their home learning environment – teachers will schedule conversations with each family about what is working well and to talk through any challenges*
- *Recreate the support children receive at school as much as possible – this might include ‘pre-teaching’ any content from the lessons that will take place the following day, sending home any physical resources that support the pupil in school, such as visual timetable strips, pencil grips, practical maths resources etc, and continuing any programmes of intervention remotely*
- *Create predictable routines and timetables to avoid anxiety which allow for flexibility if needed*
- *Prioritise regular contact with someone from school (either the teacher or SENDCO) to evaluate how well remote education is working*
- *Continuing intervention and therapy programmes run by external specialists (eg Speech and Language) as far as possible*
- *Design resources so that they are easily accessible*

When working with families to deliver remote education for younger pupils, for example those in reception and year 1 we will:

- *Continue to follow the curriculum*
- *Ensure that there is a suitable mix of live, online and offline activities*
- *Pre-record sessions so that they can be delivered and accessed in smaller chunks*
- *Ensure all teaching is carefully scaffolded to allow for the age of each child and their stage of development*

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?

If a child is self-isolating, but is not unwell, the remote learning will be broadly the same as in the approaches described above. Where it may vary, might be in the number of ‘live sessions’ that will be available via Zoom. Children will still receive a daily timetable and resources will uploaded to the school website, with Class Dojo or Tapestry used to provide feedback.

What should I do if I have concerns about my child's remote learning provision or how they are managing the work set for them?

As with all aspects of school life, we want to work closely with our parents to ensure that we are getting remote learning right for our children. If a family has concerns, they should follow the following steps:

- 1. Communicate the concerns to your child's class teacher as soon as issues arise via Class Dojo or Tapestry so that they can work with you to swiftly address these*
- 2. If the concerns are not addressed, then Mrs Hill will be happy to talk things through with you and an appointment can be made for a telephone or zoom call via the school office*