



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.

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.

There are a number of resources that children can access during the first few days through the school website or our VLE:

- Computing Tasks
- Mathletics tasks
- Maths Frame
- Weekly spelling and handwriting practice
- Independent reading or use Serial Mash
- Independent writing- write about something that interests them

Numbots

Times Tables Rock Stars

To access these resources, go to:

<https://play.numbots.com/#/account/school-login/16022> for NumBots and

<https://play.ttrockstars.com/login/16022> for TT Rock Stars

Under school, enter: West Kirby Primary School.

All children have been issued with any passwords that they will need.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Parents will be directed to their child's VLE Homepage where a weekly Remote Learning timetable and resources will be made available.

Each week, each phase uploads a new weekly timetable in case a child in their phase is having to isolate for a longer period.

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 a class bubble closes, phase teachers will move to online learning using TEAMS and the VLE to continue the curriculum at home. This may not necessarily be the class teacher, if they are the member of staff who has tested positive for the virus. Daily TEAMS meetings with a teacher or teaching assistant will be provided as long as sufficient staff are well.

Children will be directed to their VLE Homepage where a weekly Remote Learning timetable and resources will be made available.

They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day as far as possible. Staff will provide explanatory PowerPoints to introduce new content and they would be expected to feedback to pupils about their work. The use of current online platforms such as Mathletics, Spag.com, IDL and Purple Mash will be used to supplement work created by class teachers.

Printed resources will be dispatched to families (either through email, collected or hand delivered) if Internet access is a barrier to learning. We have a limited supply of SIM cards provided by Vodafone for use in an unlocked phone to allow Internet access for households where Internet access is limited or unavailable.

EYFS work is set on the VLE, and parents are asked to send completed work via Tapestry. Parents can ask questions either via Tapestry or the EYFS email.

As it is in the normal classroom environment, SEND pupils will have learning catered to their individual needs and matched to the targets in their support 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	The timetable for each phase is laid out in a broadly similar manner so that in KS1 and KS2 there are six lessons across the school day, and identifiable breaks. The work set is of equivalent length to the core teaching
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	pupils would receive in school, and as a minimum, in primary, this is 3 hours a day, on average, across the school cohort.
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Accessing remote education

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

All work will be set through our VLE. The children should be able to access the VLE for their work and to respond to teachers, send messages to teachers and attach work to emails.

All meetings will be set up using TEAMS.

All children have been issued with their password for the VLE, and any other sites that work may be set using such as: Mathletics, Spag.com and Purple Mash.

As it is in the normal classroom environment, SEND pupils will have learning catered to their individual needs.

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 will provide printed resources, such as worksheets, textbooks and workbooks, for pupils who do not have adequate online access.

We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and flexible curriculum.

We have a limited supply of SIM cards provided by Vodafone for use in an unlocked phone to allow Internet access for households where Internet access is limited or unavailable.

How will my child be taught remotely?

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

In Key stage 1 and Key Stage 2:

- Phase teachers will move to online learning TEAMS and the VLE to continue our school curriculum at home. This may not necessarily be the class teacher, if they are a member of staff, who has tested positive for the virus. Daily TEAMS meetings with a teacher will be provided as long as sufficient staff are well.
- Children will be directed to their VLE Homepage where a weekly Remote Learning timetable and resources will be made available.
- They will continue following the coherent long term plans that already exist. This sequence will follow the rigour of a normal working day as far as possible. Staff will provide explanatory PowerPoints to introduce new content and they would be expected to feedback to pupils about their work. The use of current online platforms such as Mathletics, Spag.com, IDL and Purple Mash will be used to supplement work created by class teachers.
- Printed resources will be dispatched to families (either through email, collected or hand delivered) if Internet access is a barrier to learning.
- As it is in the normal classroom environment, SEND pupils will have learning catered to their individual needs and matched to the targets in their support plans.
- EYFS will continue to set work and communicate with parents using Tapestry.

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?

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the normal school day – 8.50am – 3.30pm, although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers and aim to send completed work as it is completed and before 4pm. Work received after this may not receive feedback until the following day.
- Seek help if they need it, from teachers or teaching assistants by using the key stage email addresses which can be found on our website.
- Alert teachers if they're not able to complete work by using the key stage email addresses which can be found on our website.
- For technical difficulties contact the school office.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – They should have all passwords to sites that their children will be using. Their children should be able to access the VLE for their work and to respond to teachers, send messages to teachers and attach work to emails.
- Use the other areas of the school website to find support and access resources to help their child. These can be found under tabs for Curriculum and Home Learning.

EYFS will continue to set work and communicate with parents using Tapestry.

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

Providing feedback on work:

- Pupils can send any completed work to teachers via the messaging facility on the VLE
- Teachers can email back feedback if required
- Teachers should respond to any emails from parents/children as soon as possible, but within 24 hours

Keeping in touch with pupils who aren't in school and their parents:

- Children are expected to join in any scheduled TEAMS meetings for their bubble. The first daily meeting is for the teacher to talk through the day's lessons with the class or to teach a lesson- if their teacher is unavailable this may be another member of staff. Subsequent meetings may be to provide more teaching input to the class, or smaller groups of about 8 to discuss learning, enable more interaction between pupils and check on their wellbeing.
- Parents can message learning queries using the key stage email addresses (or the school office for general enquiries).
- Phase email addresses are to be checked between 8.30 am and 4.30pm, Mon-Fri. Teachers should respond to any emails from parents/children as soon as possible, but within 24 hours
- Children can use the 'chat' facility during the TEAMS meeting to ask questions or check on understanding, or send a message to their teacher on the VLE.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is an expectation from school that work must be completed during the school day, unless we have been notified that they are unwell.
- We understand and appreciate that parents/ carers are not qualified teachers but believe they will be doing their best to support their children.
- School have the expectation that work is completed on the day it is set, and if specified returned for marking.
- We expect all children to attend the TEAMS meetings and participate in the Remote Learning. If there is no contact/ engagement from the first day of Remote Learning being implemented, the class teacher will inform the school office.
- 1:1 support would be available via TEAMS on request if there are any issues and if pupils are out of school for more than a week. A parent/carer must be present for this meeting.
- Weekly headteacher newsletter to be emailed to parents to keep them informed of any changes.

EYFS will continue to set work and communicate with parents using Tapestry.

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:

- Pupils can send any completed work to teachers via the messaging facility on the VLE
- Teachers can email back feedback if required
- Teachers will respond to any emails from parents/children as soon as possible, but within 24 hours
- Some feedback, for example in quizzes will be immediate. For some work the children will be able to self mark. E.g you will be provided with the answers
- Some of the online activities that are set on Mathletics and Spag.com will also give immediate feedback to pupils.
- EYFS will continue to set work and communicate with parents using Tapestry.

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:

- As it is in the normal classroom environment, SEND pupils will have learning catered to their individual needs and matched to the targets in their support plans.
- We recognise that some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and flexible curriculum.

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?

Individual isolation will occur for the following reasons:

- A child has returned from a holiday and is placed in quarantine for a period of time
- A child has symptoms of coronavirus themselves and therefore must remain absent from school for 10 days unless a negative test is received
- An immediate family member displays symptoms of coronavirus and therefore the child must self-isolate for 10 days unless a negative result is received
- A child is identified through the government track and test system as a direct contact of someone with coronavirus and is asked to isolate by the system.

Actions to be taken

Office staff will update a COVID register daily, highlighting the date that a pupil is unable to attend school and a date a provisional return (this may change depending on symptoms).

Parents will be directed to their child's VLE Homepage where a weekly Remote Learning timetable and resources will be made available.

There would be no daily TEAMS meeting, but staff would be available at the end of the day to discuss any problems. They can also email using the key stage email addresses.

If no work is received, school will make contact.