



**Whitehall Junior
Community School**

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 document.

The remote curriculum: what is taught to pupils at home

A pupil's first week 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?

In the event of a national lockdown including extended period of school closure, the school will provide continuity of education in the following ways:

Teacher planned work using a variety of media, with the ability of learners to ask questions online (via learning platforms, Google Classroom with integration of Education City, Purple mash and Seesaw.)

The setting of work that learners complete using written responses (if relevant) submitted electronically.

The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided. Learners and teachers are expected to have access to the internet whilst at home; the school recognises that many families may not have home printers and will therefore not require the printing of material.

Google Classroom and Seesaw are platforms that allows for resources to be shared, teachers to provide discussion, and learners to ask questions. Learners will be provided with detailed sessions and will be expected to participate in them if they are asked and able to.

Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE and Music will be taught using a variety of media

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	Years 3 to 6 are required 4 hours of online remote learning.
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	This includes delivery of lessons and time to complete task.
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Accessing remote education

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

We will be using Google Classroom and Seesaw via their log in details provided by the school.

We have 'single sign on' active so children can use their credentials provided across many learning platforms.

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 have loaned eligible children with Chromebooks to access the remote learning.

Teachers provide work packs for pupils who are unable to access the online remote learning platform available from the main school office weekly.

Pupils can hand work in once completed in a seal envelope which is then isolated for 72 hours and marked by the teacher.

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak Academy, Khan Academy, Seesaw Activities and voice dictated lessons via Google classroom).
- Printed paper packs produced by teachers
- Commercially available websites (e.g. Oxford Owl eBooks, Renaissance Learning, Education City).

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?

Expectations of learners

- Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending compulsory 4 hours of remote learning, completing independent work, and submitting assessed tasks promptly and to the best of their ability.
- Learners will also be expected to read and respond to communication from the school (e.g. a comment from class teacher) on a regular basis.
- Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress.
- If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g., a learner feels they are overwhelmed or falling behind), these should be directed to the learner's class teacher.
- Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct learners to take relevant equipment expectations of parental support.
- Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard.
- The school knows that parents have internet access at home to access remote learning resources as a survey was sent out Autumn term 1 however teachers will make no presumption of the learner's ability to print at home.

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

- Daily checks are made within the learning platforms.
- Teachers will call home to check in with the child and to talk to parents about child's engagement in lessons.

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:

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Using the “Comments” function on online documents or Google
- Sending a direct to learners with specific feedback / targets
- Feedback via Google Classroom / Seesaw

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:

- Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Profiles are available for SEND pupils and advice can be sought from the SENCo.
- All children who have an EHCP will be offered a place in school as they are classed as vulnerable using the Gov't terminology. If parents feel that they would rather keep their child at home, when it is safe to do so school will support their decision. Well-being checks via telephone will be at least weekly for vulnerable families.
- Collaboration with outside agencies (e.g. CAMHs, SALT etc) to support all children will continue.

If my child is not using the learning platforms because they are ill?

Parents will need to notify the class teacher/ office staff if their child is unwell and cannot complete the work set.

Parents please note that attendance will continue to be monitored as requested by the Local Authority and it is compulsory for children to take part in their remote learning.

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?

to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback we will:

- Consider the best approach on case-by-case basis
- Use Google classrooms to communicate whenever possible or communicate via the school office
- Teachers will plan, set and assess work that reflects what peers are completing in the classroom
- Work set will be selected using a variety of media e.g. printed work, text book, online resources.