



Woodlands Primary School

Remote and Blended Learning
Parental Information

Woodlands Primary 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 in the event of a National Lockdown or if local restrictions require entire cohorts (or bubbles) to remain at home.

The information in this booklet also covers where individual pupils are self-isolating as the Google Classroom work will always be available on the Google Classroom Portal even when a National Lockdown has ended.

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?

Remote education provision will be immediately available on the Google Classroom Portal. Your child will have a login and user name that will have been sent in advance so that you are ready for your child to make a quick start to their remote 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?

At Woodlands we teach the same curriculum remotely as we do in school as far as is practical. Without access to the wide range of classroom resources and the physical presence of teachers and support staff, we know that adaptations have to be made.

At Woodlands all work can be accessed from the Google Classroom website.

In Mathematics, the same progression through the White Rose Curriculum is planned. Each Mathematics session includes a Flashback 4 starter, recorded main teaching powerpoints and questions linked to this. Mental Arithmetic questions are also included.

English at Woodlands is focused on high quality key texts. We have ensured that all pupils have a copy of the class text. The English teaching remains the same with the writing process followed by all and extended writing prioritised. In addition to this there are regular Reading Comprehension questions that are linked to the class text. There is an increased focus on explicit reading comprehension lessons because this is an area of English that was most negatively impacted by the previous lockdown.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. The remote lessons in Mathematics, Reading and Writing are very similar in content to those taught in school. However, we have needed to make some adaptations in some subjects. For example, some of the Science content and some of the Foundation Subjects (Art, Design Technology, History, RE & Geography) are taught using materials from the Oak National Academy.

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	Number of hours
EYFS & Key Stage 1 (Acorn Class, Ash Class and Cedar Class)	3 hours per day <ul style="list-style-type: none">• In EYFS our expectation is that children will be accessing their learning in bite size chunks.• English (including phonics and reading) = 45-60 minutes• Mathematics = 45-60 minutes• Other curriculum = 60-90 minutes
Key Stage 2 (Hazel Class, Willow Class, Beech Class and Maple Class)	4 hours per day <ul style="list-style-type: none">• English (including reading) = 60-90 minutes• Maths (including Arithmetic) = 60-75 minutes• Other curriculum 60-90 minutes

Accessing remote education

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

In Reception-6, the vast majority of learning is accessed via the Google Classroom. In Reception (EYFS) we also use Tapestry as a portal for parents to upload photos and videos of their child's learning. The offer in all year groups includes a daily online meeting with the class teacher, recorded teaching sequences (for example Read Write Inc Phonics teaching videos) and feedback in Mathematics and English; daily PE; and a rotation of foundation subjects to cover Art & Design, Design Technology, History, Geography, PHSEE, Computing and RE.

Feedback is given through written feedback annotating work submitted through the Google Classroom, through recorded video feedback (using Loom) and during weekly class meetings.

Some pupils in EYFS and Key Stage One will receive 1 to 1 Remote Phonics Tutoring.

For those families wishing to extend their learning beyond the government mandate of 3-4 hours, there are additional activities on each Google Classroom page.

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:

Parents/carers without access to a digital device may be automatically entitled to one. The school has asked all of these parents to make contact with the school office and has made contact with them. For technical support with these devices, please contact Mrs Clifford in the school office. Since the National Lockdown started on Tuesday 5th January the school has supported parents in the following ways:

- lending laptops or tablets to pupils to ensure they access the Google Classroom.
- parents and carers have been asked to contact the school if they require an internet connection. If this is the case the school we are able to supply a router or dongle.
- printed materials (worksheets) are available for the core subjects and are ready to be collected every Friday (for the following week's work).
- through negotiation with the school for any families who for any reason are unable to collect work or access it through the Google Classroom when we are able to post out / deliver work to the home address.
- if pupils need to access any additional printed materials and stationary then the school is able to supply these.
- the school currently has sufficient devices and internet routers to ensure that all pupils are able to access work online.

How will my child be taught remotely?

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

Approaches we use to teach pupils remotely:

- Ensure that all children are included by providing the necessary resources to access and complete the learning.
- Provide a suggested timetable for the week.
- Provide a balanced diet of Reading, Writing, Mathematics and learning from other subjects that aligns with the carefully selected curriculum the children would have had in the classroom.
- Provide daily lessons in Mathematics, English and Phonics including recorded lessons/inputs where appropriate. We keep timings of these inputs to between 5-15 minutes to support those households where siblings are accessing the content on one device.
- Provide opportunities for children to develop their creativity through Music and Art.
- Provide a mechanism whereby children and families can request additional support or help with aspects of learning they are struggling with. This includes regular (normally at least weekly) phone calls home from the class to teacher to discuss current engagement and if necessary to suggest ways of increasing engagement.
- Provide a platform to set assignments and for children to submit their learning to keep them motivated. All work that needs to be completed is loaded onto the Google Classroom portal.
- All pupils sign into a daily register (by 9am) on the Google Classroom Portal to show that they are ready to begin their remote learning.
- In EYFS and Key Stage 1 phonics is taught through the use of teaching video clips and through 1 to 1 tuition for some pupils.
- In Key Stage 2 we use some pre-recorded teaching over Powerpoints. Recorded teaching also includes - Oak National Academy lessons, video/audio recordings from the White Rose Maths Scheme of Work).
- We provide printed paper worksheet packs (e.g. worksheets). These sheets are ready to collect every Friday morning for the following week's work.
- All pupils in Key Stage 2 have been issued a copy of the class reading text and this text is linked to their English work.
- Provide **feedback on learning** that has been completed (see below).
- Build in opportunities to assess what children have learned and retained e.g. low stakes quizzes, arithmetic tests.
- Ensure that the way in which learning is accessed for all year groups is consistent so that parents and children can navigate this easily.
- Have a mechanism in place for parents to ask questions and their child's learning and support as appropriate. This includes class emails and regular weekly phone calls to discuss how children are accessing the home learning.

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?

Our daily lessons are planned and delivered with your children in mind. The vast majority of pupils should be able to access the learning with minimal support. Pupils in Key Stage 1 and EYFS are likely to require more support when accessing the learning activities. Depending on their level of IT competence, they are also likely to require help uploading their work and accessing feedback.

We would expect all parents to talk to their child/ren about the level of work expected and provide the necessary support and encouragement. Parental interest in pupil work is always important and this is particularly so in the case of home learning.

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

Pieces of work submitted via the Google Classroom will receive feedback. Teachers complete routine 'Engagement Audits' that are submitted to the Headteacher for review. Where pupils are not engaging enough or not engaging at all, families will be contacted by the class teacher and if no improvement is made then contacted by the Headteacher to assess what support can be put in place. As of January 2021, these phone calls have included discussions about digital devices, using Google Classroom, behaviour concerns and any other support than can be put into place to ensure they are able to access the school's remote provision.

How will you assess my child's work and progress?

Work submitted via Google Classroom will receive feedback, ranging from an acknowledgement that self-assessed work has been complete to lengthy support of a clear misconception. When more detailed feedback is required, Woodland's staff may provide a written explanation or video via Loom.

The school's home learning team (Headteacher and Deputy Headteacher/Y6) monitor the quality of teaching and learning, and concerns about standards in either area are quickly addressed.

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:

- At Woodlands we ensure all home learning set on our home learning platform 'Seesaw' is differentiated so as to ensure all children can access it. If it is common practice in school for a child to be provided a separate curriculum outside of their chronological year group, this will still be catered for by their online provision.
- Children with SEN, who are working in school, have access to differentiated Google Classroom work and resources to support. Furthermore, they receive 1:1 or small group support as well as individual interventions.
- So as to regularly monitor the quality of the above provision, the SENCo keeps in regular contact with all teaching assistants working closely with children with SEN so as to offer timely advice and support.
- **For pupils in Oaktree Nursery, who may require additional support, our Nursery leaders post Continuous Provision opportunities on Tapestry. In Reception the expectation for formal number and phonic work is lower than other year groups (1-2 hours) and the majority of their learning is play-based with a particular focus on high quality phonics. In EYFS topic activities are linked to other areas of learning e.g. Understand the World and Expressive Arts and Design and they are included on the Google Classroom.**

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?

At Woodlands, there are standing arrangements known to all parents should their child/ren have to self-isolate if there are currently attending school or attending school during a National Lockdown. Specifically, in the event of self-isolation, the school office will:

1. Direct parents to the work on the Google Classroom (they should already be aware of this as work is always ready for every child on this portal even when the whole school is open as usual).
2. Ensure that the pupil has access to a digital device and the internet.

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?

There are multiple avenues for parents to contact the school and discuss remote learning:

1. Contact the class teacher via the class email address. **Google classroom is available for pupils to request additional support or ask questions and there is a daily register / survey where pupils can indicate how they are feeling with regard to their learning.**
2. Parents can phone the school office and request a phone call with the class teacher.
3. Teachers will phone parents regularly to discuss how pupils are managing their home learning.

If parents still have concerns following communication along the above lines, they should contact the Headteacher via the school office: admin@woodlands.wilts.sch.uk