



Information for
Parents and
Carers

Woodfield School

Remote Learning Provision

Date: January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to 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?

If your child is unable to attend school due to needing to isolate (either as a result of being a contact in or out of school) the class teacher will email you, in the first instance, to explain what remote learning will look like for the first day or two of isolation. For example, the teacher may email some activity ideas for you to do with your child at home.

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 aim to teach a similar curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations. For example, we have adapted some activities so that parents and carers are able to facilitate delivering them in the context of the home setting. Teachers will take into consideration pupil individual needs and EHCP targets when providing remote learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Key Stage 1	All remote learning is bespoke to the needs of the individual pupil and pupil's family. We have no 'set' daily number of hours. What is important is the quality of engagement in an activity rather than the length of time spent on it. Our pupils would find engaging in 'live' lessons for significant lengths of time very difficult and they would not benefit from this, therefore we provide short 'live' lessons and videos for pupils to access as appropriate. As in school, we also emphasize the importance and value of repeating a learning activity to build on independence and consolidation.
Key Stage 2	As above
Key Stage 3 and 4	As above

Accessing remote education

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

Class teachers have contacted and discussed with each pupil's family if they would welcome any form of online remote education. Class teachers will review this as appropriate. Currently this may include the following, and is bespoke to each pupil:

- Emails from the class teacher, often including links to online resources
- Videos produced by school staff, links emailed out to these videos
- 'live lessons' using Microsoft Teams, including from specialist staff such as the music teacher. Some maybe individual or small group, others maybe alongside peers in school.

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 been able to order an allocation of devices for:

- disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
- disadvantaged in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable

We have been issued with a small number of laptops to distribute to families to assist disadvantaged children with accessing online learning.

Due to the small number available we have prioritised who we will offer devices to using the following criteria:

- Children who are not attending school at all
- Children with no digital devices in their home
- Children whose only device is a smartphone
- Children with a single device in their household that's being shared with more than one other family member
- Children who qualify for Pupil Premium
- Children who will benefit most from access to a device

Parents will be contacted by school as relevant if there is the possibility of them having a device for their child.

We can also request mobile data increases for disadvantaged children and young people in years 3 to 11 who are not able to attend school due to national lockdown restrictions. They must meet all 3 of these criteria:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education

Schools can also make requests for children and young people who meet the criteria above, and are:

- in any year group and have been advised to shield because they (or someone they live with) are clinically extremely vulnerable

If increasing mobile data is not a suitable option for some children, or if a request for additional data is unsuccessful, we can also request 4G wireless routers. We can request one type of support per child. All parents/carers will be contacted as to whether their circumstances are such that they qualify for additional support with internet access and if they would like the school to make an application for them.

All pupils have been offered bespoke physical home learning packs that include a variety of resources including communication support sheets, creative activities and parent teaching guides. School have posted these out, or delivered them, where families have not been able to collect them.

Class teachers are in regular contact with all families via the telephone if email is not appropriate or preferred by the parent or carer. Teachers are able to provide verbal feedback to pupils and families in this way.

How will my child be taught remotely?

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

All remote learning is bespoke to the needs of the individual pupil and pupil's family. This may include, but is not limited to, some of the following approaches:

- printed paper packs produced by teachers
- daily emails from the class teacher including activity ideas
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- resources such as reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 recognise that each pupil and each pupils family's ability to engage in remote learning will be different and this difference maybe on a daily basis.
- Class teachers encourage and welcome parents to report back to staff on pupil's engagement. This could be in the form of a photo, email or phone conversation. Teachers will then provide feedback in the form of written via email or verbal as part of conversation with parents and/or pupils, either over the phone or via Teams.

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

- We recognise that each pupil and each pupil's family's ability to engage in remote learning will be different and this difference may be on a daily basis.
- Class teachers have contacted and discussed with each pupil's family if they would welcome any form of remote education. Class teachers will review this and ensure they touch base with all families at least once a week.

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. Our approach to feeding back on pupil work is as follows:

- Class teachers encourage and welcome parents to report back to them on pupil's engagement. This could be in the form of a photo, email or phone conversation. Teachers will then provide feedback in the form of written via email or verbal as part of conversation with parents and/or pupils, either over the phone or via Teams.

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 our 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 our pupils in the following ways:

- All our pupils have an identified SEND and all have EHCPs.
- Class teachers have contacted and discussed with each pupil's family if they would welcome any form of remote education and what this will look like for them.
- All remote learning is bespoke to the needs of the individual pupil and pupil's family.

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?

It will not differ from any of the approaches described above.

The class teacher will contact you in the first instance and then discuss with you the most appropriate approach for your child using the approaches outlined above.