

Remote Education information for parents at Woodlands Infant and Nursery 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 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?

- All parents were given early information on the forums we would be using and consent received for these. The forums where possible we tried to use so that they were familiar to a majority of parents.
- Parents were given the opportunity to safely collect a remote learning book for key stage 1 children to carry out their learning in.
- Parents had access to a timetable of the school remote learning day. (website and in home learning books.)
- Remote learning platform instructions on how to access these on the school website. Protocols of expectations shared with parents.
- Later start date on the first day of remote learning to allow the set- up of equipment 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, in PE (Physical Education) we publish an online learning video of an active session lead by our sports coaches but also say this is a good opportunity for children and their families to go outside and complete their daily exercise, be active and get some fresh air.
- We teach a different curriculum remotely for **Nursery** to that which we teach in school. For example, (The children have access to three short videos shared throughout the day and a class story at the end of the day. The PSED part of the curriculum that we adapt and alter based on the needs of the cohort when they are in school cannot be carried out through remote learning lessons.)

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:

Nursery	<p>Activity 1: 5 minute video and a 5/10 minute activity.</p> <p>Activity 2: 5 minute video and 5/10 minute activity.</p> <p>Activity 3: 5 minute video and 5/10 minute activity.</p> <p>End of the day story 10 mins</p>
Reception	<p>English: 10 minute video and 20 minute activity to follow.</p> <p>Maths: 10 minute video and 20 minute activity to follow.</p>

	<p>RWI: 10 minute video and 20 minute activity to follow.</p> <p>Guided reading: 10 minute video and 20 minute activity to follow.</p> <p>Topic: 15 minute video 30 minute activity to follow.</p> <p>End of the day story: 10mins</p>
Key Stage 1	<p>English: 10 minute video and 30 minute activity to follow.</p> <p>Maths: 10 minute video and 30 minute activity to follow.</p> <p>RWI: 10 minute video and 20 minute activity to follow.</p> <p>Guided reading: 10 minute video and 30 minute activity to follow.</p> <p>Topic: 10 minute video 30 minute activity to follow.</p> <p>End of the day story: 10mins</p>

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

- Class Dojo
- Tapestry
- Microsoft TEAMS

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:

- Laptops or tablet will be issued once school have been provided these by the DFE.
- If parents do not have access to the internet an over grid will be sent for the week with the learning to be covered so that this can still take place at home.
- In a few cases learning packs will be provided.
- Parents should contact the school via telephone if they are need support to access the learning. Woodlands Infant and Nursery school 01522 683557

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. White rose Maths lessons, video/audio recordings made by teachers)
- Access to online reading books via Oxford owl.
- 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?

In this section, please set out briefly:

- Expectations for pupils' engagement with remote education is that each day and if it is not a good time that they come back to this at another time and try again.
- Expectations of parental support, will be the setting of routines to support your child's education, supporting your child access the online videos and encouraging them to engage and carry out the task to the best of their ability.

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

- Engagement will be checked daily through the platforms that we are using, there will be a weekly phone call how this is going at home. The class teacher will keep a record of learning across the week.
- If we have concerns we will discuss these with you via a phone conversation and on some occasions ask to speak to your child to try to help engage them. We may also adapt our approach for a small period to try to re-engage your child with their learning.

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

Feedback can take many forms our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work will be giving children dojos, positive praise and comments on the work that has been carried out. There will also be on some pieces next steps of how a child can further improve.
- Most work submitted by the children will be given feedback. For RWI we will not give a comment as the children self-mark this as part of the session.

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:

- A discussion around the area of difficulty for the child will be had, then an individual plan put in place for that child to support them and their family in accessing learning.
- In the delivery of remote learning to our younger pupils no teaching video delivered by our staff will be more than 15 minutes long and the expectations of the ability, attention and focus on task will be in-line with their age and 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 an individual is self-isolating whilst they await a test or following a positive test connected to them a two week plan of the learning they will need to do will be sent home via parent mail to enable them to continue to develop the basic skills that are at the core of the EYFS and Key stage one curriculum.

This work can be uploaded via Tapestry or TEAMS.