



L.E.A.D. Academy Trust

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Witham St Hughs Academy

Remote Education Policy

Remote education provision: information for parents



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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 school closure meaning children are required to be educated at home or a partial school closure due to pods needing to be sent home due to a case of coronavirus.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

What is taught to pupils at home?

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.

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 of pupils being sent home?

- During the first afternoon of remote learning, your child's teacher will organise a Zoom well-being meeting through SeeSaw where they will explain exactly how learning will work, set out expectations of your child's involvement and remind children how work will be set, handed in and marked.
- During the meeting, the teacher will explain the typical timetable for a remote learning day and how the children can access extra support if they need it when working independently.
- Children will be given some simple tasks to complete such as Maths and Reading to make sure they know how to hand in work that they complete.
- Children will discuss and agree their class remote learning rules to ensure that all remote learning is carried out in as supportive and caring manner as in their "real" classroom. Children should expect a full timetabled day of learning from day 2 of any school closure 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?

- Yes, we will teach the same curriculum remotely as we do in school wherever possible and appropriate. We will aim to achieve the same curriculum content and coverage and relate this to our medium term and long term planning. However, we may need to make some adaptations in some subjects due to the nature of remote learning, for example for practical tasks in art and DT.
- Where a task requires lots of discussion, the teacher may amend to make it more suitable for remote learning. PE learning tasks will be flexible to allow for children to access them depending on their individual circumstances and we will be introducing Active Friday to allow children to focus on being active specifically at the end of the week.

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, as directed by the school (including remote teaching and independent work) will take pupils broadly 3 hours within their day. KS2 may spend between 3 – 4 hours.
- We equally acknowledge that being at home with your child will also provide additional opportunities beyond this time for learning e.g. cooking together, talking, going for a walk etc.

	Suggested Time allocation
Years Y1 - Y6:	1 hour of Writing/Phonics 30 – 60 minutes of Reading 1 hour of Mathematics learning 30 – 60 minutes of other aspects of the curriculum e.g. Science, Geography, History

An example of an expected daily schedule for KS2:

	9:00/9:15/9:30			9:45—10:45	11:00 - 12:00	12:00 - 12:30	13:30 - 14:30
Monday - Thursday	Team A	Team B	Team C	Literacy learning set via SeeSaw	Maths learning set via SeeSaw	Reading set via SeeSaw	Other Subject learning set via SeeSaw
	Daily registration and well-being check in						
Friday	Team A	Team B	Team C	Literacy learning set via SeeSaw	Maths learning set via SeeSaw	Reading set via SeeSaw	Active Friday!
	Daily registration and well-being check in						

Accessing remote education

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

- All children in Y1 – Y6 will access their online lessons using SeeSaw. If they are in Reception they will use Tapestry. This platform is already used to set and receive homework tasks and in school for their usual curriculum experience. Children will be able to ask questions and request support using SeeSaw. All tasks and recording of teaching input will be set in SeeSaw as assignments and children will “hand in” the work they do and feedback will be given on this platform. Children will continue to be rewarded for their effort and achievements with positive comments, reward points and citizenship points.
- Additionally, for Mathematics, the platform MyMaths might be used by KS2.

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:

- If your child does not have access to a laptop or other suitable device, but your home does have a high speed internet connection, then we will be able to lend your child an iPad. Parents and carers should make contact with their child’s class

teacher or call the school office for further information. A consent/contract for borrowing ICT equipment will need to be completed prior to this.

- For any pupils that do not have any access to the internet, printed materials will be prepared and can be collected from school or delivered if required. Work will be delivered and collected weekly and feedback given on the previous week's work.

How will my child be taught remotely?

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

- Use of live Zoom sessions to introduce the day ahead and complete some well-being activities
- Pre-recorded teaching that will be uploaded through SeeSaw or tapestry. There may also be links to other pre-recorded materials such as Oak National Academy lessons or BBC Bitesize
- Printed paper packs produced by teachers (for example: workbooks, worksheets)
- Use of CGP support books and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities – this may form part of homework because this it will not usually form part of the expected three hours of planned lessons for the children

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?

Please expect that your child will be completing at least the identified 3 hours of learning within the school day.

Parents and children will be asked to sign a remote learning contract that clearly sets out expectations of school, children and parents/carers on the first day of any remote learning period.

We expect that children will:

- "arrive" or log in to access their lessons through SeeSaw or Zoom
- do their best to complete all independent learning tasks
- request help through See Saw if they are unsure of what to do, or how to do it

- abide by the class's agreed remote learning rules and the remote learning contact
- Strive to complete and upload the tasks which are set on time

We ask that parents and carers:

- help children to log in to live learning
- monitor children's safe access to the internet
- report any problems accessing learning to the class teacher
- set routines at home to support your child's education
- ensure that children "arrive" or log in promptly each morning to Zoom and follow the Zoom protocols

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

It is important that children continue their learning during any period of learning at home. In order to monitor this:

- a daily register will be taken via the work uploaded on SeeSaw and attendance on the daily Zoom sessions
- any child not uploading approximately 50% of learning or not attending Zoom during the course of the week will be contacted by the class teacher to provide supportive advice and guidance to ensure your child's education is not interrupted. We are here to help.
- The leadership team will analyse the engagement of learning at the end of each 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:
 - Feedback will usually be a short written comment – offering praise and if appropriate some useful advice
 - Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception
 - Children will receive feedback on all work they submit via SeeSaw by the beginning of the next day
 - Praise and discussion through our daily Zoom sessions
 - Praise postcards will also be sent home to celebrate some really successful learning
 - Celebration assembly every Friday

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 may differentiate tasks to meet the needs of your child
- Additional supports, examples and checklists may be issued online for the pupil to access. Staff may use extra pre-recorded demonstrations to support learning
- Some teaching staff may add some extra Zoom face to face sessions if support is really required
- Where individual approaches are required we will discuss these with you. Please contact Michelle Dexter, our SENDCo at school if you would like to discuss the needs of your child and how they will access remote learning.

Enhanced remote learning

We recognise that some pupils may require further support due to their emotional well-being based on their own circumstances. We acknowledge that where possible and appropriate, being proactive and offering some further support and provision for these children is imperative to ensure their mental health is considered. To support these children we will:

- Implement some weekly group nurture sessions over Zoom

- Michelle Dexter, our Distinct Groups Leader, will complete weekly check in's with both children and parents
- Signpost any supportive and helpful strategies to support well-being

We recognise that our children deserve the best opportunities to not have the key skill of reading impacted by school closure. To support our children with their early reading skills we will:

- Implement 1:1 weekly Zoom phonics sessions with these target children
- Signpost any further supportive and helpful strategies and resources to support early reading and phonics
- Therapy dog to deliver to support reading sessions

We recognise that our children still need to feel part of school community. To support our children with this we will:

- Have a celebration live assembly every Friday morning. There will be four assemblies: reception, Y1/2, Y3/4 and Y5/6.

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?

While live remote teaching is not possible while the class teacher is teaching their class, we will use broadly the same approach as outlined above. We will 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. Each day, the class teacher will set work that is in line with the work that is happening in the classroom. Written slides explaining the learning along with tasks to be completed will be published using SeeSaw or in some circumstances work packs may be sent home. Children's completed tasks will be submitted and marked by the teacher. Children can request additional support using SeeSaw and adults in school will respond to support when they are available.