Remote Learning

Information for Parents

Context

There is an expectation that every school has a robust home learning offer for all children should they have to self-isolate or should a year group, bubble or whole school have to be sent home. There is also an expectation that schools keep a tight track of what children are doing at home and how they are managing with this home-learning.

The following is guidance for parents/carers based on what we believe will be the most beneficial activities for your child to help them to "keep up" whilst also following our school curriculum as closely as possible. There is a strong focus on reading, writing and basic number work as well as suggestions for other curriculum areas.

Our School Offer

During the current COVID-19 pandemic Walworth Primary School will endeavour to:

- immediate remote education
- teach the same curriculum remotely as taught in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects
- provide a curriculum sequence that allows access to high-quality online and offline resources that are linked to the school's curriculum expectations
- provide access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide at least 3 hours of remote education to pupils in Key Stage One
- provide at least 4 hours of remote education to pupils in Key Stage Two

Preparation by School

The school will ensure that the following actions are taken prior to any pupils needing to self-isolate or partial or full closure of the school:

- Login Cards and Login information for all Digital Platforms will be sent home.

- If requested, school will provide a basic resource pack including:
  - Basic stationary items
  - Blank exercise books
  - Paper
  - Work packs (if you are unable to access Digital Platforms)

- Staff will ensure that all children understand how to access the school's Digital Learning Platform (age appropriate) and support any parents/carers who struggle with this.

Preparation at Home

Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.

- At the end of the day, have a clear cut-off to signal school time is over.

- Create and stick to a routine.

- Provide the correct equipment in order for your child to complete the work given.

- Designate a working space if possible.

- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.

Online Access

It is expected that children will access most of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will endeavour to provide suitable device for the duration of their child's absence.

If they do not have access to the internet (including mobile phone data), school will remind parents/carers that:

- they should ask the school if a SIM for educational data is available
- they can continue to liaise with school staff who will provide paper-based activities
- where possible, pupils will receive feedback on their work via a pre-arranged telephone weekly
- pupils will submit work to their teachers and receive feedback, in person, following the period of isolation

Stage 1 - If an individual child or a small number of children need to isolate

The school will endeavour to:
:
- provide immediate access to our online learning platform through the secure section on our school website
- provide individual login details for each of the learning platforms
- signpost families to online, high quality lessons, videos and resources through our website
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for each day is uploaded at least the day before
- carry out a welfare call to discuss remote learning.
- provide access to a device (at parents/carers request), if no access to a device at home
- provide paper-based resources for all subjects / Maths and English / foundation subjects, if the child has no internet access at home

Parents/Carers are requested to:

- inform school as soon as the child needs to isolate
- inform school of any test results (by texting school) as soon as possible, the same day
- inform school on the first day of absence, if they would like to loan a device
- inform school on the first day of absence, if they do not have any access to Wi-Fi or mobile data
- access remote learning resources immediately, on the first day of absence
- ensure work is completed according to the class timetable
- contact school if they have any concerns relating to the work provided
- submit / hand in the completed work in the agreed way
- inform school when the child will be returning

Stage 2 – If one or more class bubbles need to close

The school will endeavour to:

Fulfil all of the above criteria and in addition:

- inform parents that the bubble will close as soon as possible
- provide videos via the online learning platform to review the previous day's learning and address any common misconceptions
- provide timely feedback to all children
- respond to parents' messages (that confirm to the messaging protocol) within school working hours 8:30am – 4:30pm
- adapt upcoming lesson provision (on the school website) based on the children's work submitted the previous days
- contact parents/carers who do not have access to the internet (or mobile data), weekly
- contact parents/carers following no work submission or contact through messaging, after two consecutive days

Parents/Carers are requested to:

- inform school on the first day of closure (or before if possible), if they would like to loan a device
- inform school on the first day of closure (or before if possible), if they do not have any access to Wi-Fi or mobile data
- complete online/offline daily learning tasks for Maths, Tables, English and Spelling
- access remote learning resources immediately, on the first full day of absence
- endeavour to submit completed work by the end of every school day
- send messages to teachers, adhering to the messaging protocol, should they have any queries
- allow children to respond to any feedback, marking or improvement prompts, provided by the teacher

Stage 3 – If the whole school closes or goes into local/national lockdown

Fulfil all of the above criteria and in addition:

 The school will endeavour to:

- provide weekly welfare calls (if the closure exceeds two school weeks)
- operate timely reward systems to celebrate home achievements
- review the remote learning provision for foundation subjects

Engagement and Feedback

If an individual child or a small number of children need to isolate, the school will endeavour to:

- check children's engagement with remote education daily
- contact parents where there is a concern regarding engagement with remote education
- provide individual feedback daily via the online learning platform
- provide individual feedback on paper-based work on return to school
- provide access to digital learning platforms that provide automatic bespoke feedback
- assess children's understanding of remote education / key knowledge and skills covered on return to school. (This can be done using a variety of methods including written feedback on submitted work, using quizzes, meeting with teaching staff to discuss learning)

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- provide individual feedback daily of work submitted via the online learning platform

Parents/Carers are requested to:

- encourage and support children to access remote education daily
- encourage and support children to keep up with the work set by school each day
- contact school if they are experiencing problems with accessing remote education
- support children, where possible, to consider feedback on work submitted

Additional Support for Pupils with Additional Needs

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:

- our SENCo will make contact with individual families to discuss a bespoke approach for your child
- A member of staff will make contact, via telephone in the first instance, to discuss a bespoke approach for your child
- your child will receive a bespoke paper-based pack of learning materials
- your child / family will receive regular phone calls from a member of staff

Further Support Available

If parents have any questions or concerns about the following ;

- Issues in setting work
- Issues with behaviour
- Issues with IT
- Issues with their own workload or wellbeing
- Concerns about data protection
- Concerns about safeguarding

Then please contact the school through the usual channels.

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While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.