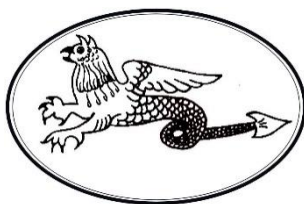


# WHERWELL PRIMARY SCHOOL



**“At Wherwell we offer a curriculum designed to equip the children with the resilience, confidence, knowledge, skills and experiences to enable them to thrive at school and in the future”.**

<b>Approved by</b>	<b>Approved on</b>	<b>Review Date</b>	<b>Headteacher</b>
Headteacher	March 2020	Ongoing	Mary Collins

## Remote Learning Offering

This remote learning offering document is intended as guidance for staff and parents/carers/guardians during the Covid-19 Pandemic. For clarity, when the term Parent is used within this guidance it includes carers and guardians.

It sets out the systems and technology that staff will use to keep the learning experience going for children and details how they can be used effectively and safely, while allowing for the differing needs of our families.

The school’s usual Online Safety Policy and Acceptable Use Arrangements still apply at this time.

Keeping regular learning going during a period of school closure is of great importance to reduce the impact on a child’s education caused by the loss of direct teaching in school. We are very aware that everyone’s circumstances at home will be different. Some families have one child to support, while others have several. Some families have one device to share while others may have more. Some parents will have plenty of time to help their children learn, while others may be working from home and may have less time to support their child(ren). As our Curriculum Intent acknowledges, all children are different and should be treated as individuals: some children are able to work more independently, some need support and some need more challenge. We endeavour for our remote learning to support each and every child and family in the best way that we can, given the challenging circumstances.

## 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?**

Teachers will identify materials and resources to use as an initial, emergency two day plan. Following on from this initial two day period, teachers will have looked at the core of the current curriculum that is being taught and it will be adapted for remote learning as much as is possible, with the aim that progress can be maintained.

**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 teach the same curriculum remotely as we do in school wherever possible and appropriate. To this end, our remote learning timetable will ensure that the children are still offered a broad and balanced curriculum. There may however, be adaptations in some subjects.
- We appreciate that some families won't be able to engage with the full Seesaw timetable and in this case we would suggest that they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills.
- The timetable will, as much as possible, link to our long term curriculum plans. Staff will endeavour to view and feedback on as much of student's work as they are able.
- **The arrangement for Children in Year R**  
The arrangements any children in Year R who have to self-isolate will be slightly different as their learning activities will be shared via the class page on the website and returned to **Miss Gilbody** via Tapestry.

**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 1 (Years R, 1 & 2)	3 hours
Key Stage 2 (Years 3, 4, 5 & 6)	4 hours

**Accessing remote education**

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

The school is using the See-saw platform to access remote learning for Years 1-6. Year R's work will be found on our website on the Class Pages.

**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 have a supply of laptops and chargers that we can loan to pupils
- We have a supply of DfE restricted tablets with keyboards that we can loan to pupils

- We have a supply of school iPads we can loan to pupils
- We have a supply of donated equipment, laptops and iPads that we can loan to pupils
- We can provide parents with information on the extension of phone contracts to include unlimited data to allow tethering with mobile signal at no extra cost.
- Those pupils who do not have on-line access can collect printed learning from school.
- Printed learning packs can be returned to school for marking and feedback
- Weekly phone calls to every child will support children

### **How will my child be taught remotely?**

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

- Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary. Activities will be part of a well sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- There will be an element of video teaching, either from the child's class teacher, or high quality teaching video using material from Oak National Academy, White Rose Maths, and a range of other carefully selected sources.
- Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. Any additional support will be discussed and agreed with the class teacher, SENCo and parents to meet the needs of each child.
- Lessons and activities will be carefully prepared and delivered to ensure no child will be disadvantaged through lack of resources or teaching support.
- Teaching staff are mindful whilst planning and delivering remote learning to all year groups, that children should be encouraged and given opportunities during the week to have time away from screens.

## **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?**

- Each child will engage with the home learning that is set each day.
- There will be some work uploaded to See-saw. In some cases, this will be work completed by the children eg a Google Doc. In other cases, it may be a photo of some work eg a Maths worksheet, or a drawing. Parents and carers may need to support their child with this.
- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc as required.

- Parents will get in touch with class teachers if there are any issues with the above.
- The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible throughout the day.
- Where appropriate, class teachers engage daily with pupils, answering questions and responding to learning that has been returned to them.

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

- The child/ family's response to home learning is the only way we can assure the children are well. If a child is not completing the work, or the quality of the work noticeably dips, teachers will email the parents. If there is no response within 24 hours, teachers will follow up with a phone call.
- Teachers will use their professional judgement about how to support the child and family. This could include providing a paper pack of work to complete, messaging children via See-saw, talking to the parents/carers with the child via a telephone call, discussing ways to motivate them and sharing suggestions for how parents can support their child.
- If there is still a lack of engagement, the issue will be escalated to a member of the Senior Leadership team who will ring the family to explain that there is a safeguarding duty of care on the school's behalf and a requirement to ensure children are safe, well and engaging with the remote learning.
- It is important the children engage with the remote learning activities to continue their education during periods of self isolation however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology among other factors. Communication is essential and we ask that if parents are finding things difficult to get in touch with their child's class teacher so we can support and put measures in place.

**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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Work submitted via See-saw will have a short comment to recognise the effort that has been made. The work is assessed by the teacher, and the next day's work is adapted as appropriate. Teachers can correct/update work that is submitted and give prompt feedback to the child.
- Teachers can save work that is submitted via See-saw and other methods as evidence of progress against the learning objective. They can also tailor new activities to support and address any common issues that may become evident within a group or class.

## **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:

- Ensuring that pupils with EHCP plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHCP plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with staff as appropriate to implement this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs.

## **Remote education for self-isolating pupils**

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

- In the event that individual pupils are confirmed to be self-isolating or shielding due to Covid, Class Teachers will provide work on See-saw, our online learning platform. This learning will be posted **daily**.
- The timetable will, as much as possible, link to the learning that those in school will be doing, whilst remaining manageable for staff to prepare on top of their usual weekly workload, given that they will still be teaching a class in school.

## **Safeguarding and Remote Learning**

### **Parent/Carer Responsibilities**

- With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.
- Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will do everything that we can to ensure that links shared are appropriate, there may be advertising which displays differently in your household or other changes beyond our control.
- We would like to emphasise the importance of a safe online environment and encourage parents to 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.

Further advice and guidance around online safety can be found on our school website <https://www.wherwellprimary.co.uk/online-safety/>

If parents have any safeguarding concerns in relation to remote online learning, they should raise this with their child's class teacher.

**Staff responsibilities**

Staff will continue to be vigilant at this time and follow our usual online safety and safeguarding/child protection policies and procedure, contacting the Designated Safeguarding Lead (DSL) or DDSL (Deputy Designated Safeguarding Lead) if they have concerns.