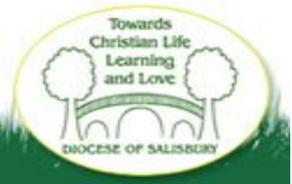


Middle Woodford, Salisbury
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Woodford Valley C.E Primary Academy



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This School is committed to creating the ethos in which children can grow towards Christian life, love and learning.

'And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.'

John 34-35

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?

The school will provide pupils with some online work, this could be in the form of online maths such as My Maths, White Rose Maths and Times Table Rock stars as well as encouraging pupils to read their reading books and maybe complete homework in their books.

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. In EYFS, we plan to continue to teach skills in phonics, maths and literacy and set activities which will support the Characteristics of Effective Learning and we encourage children to continue exploring and discovering through play as they would in school. However, we have needed to make some adaptations in some subjects. For example, when teaching geography and history, we may set research projects more than we do in school or in music we may set videos to watch rather than being practical music.

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:

Reception	<p>There is no minimum requirement as determined by the DfE for Reception children. All work set remotely for Reception will be placed on Tapestry and Teams and includes:</p> <p>Maths input ideas with activities, phonic lessons, a mixture of pre-recorded or live lessons or a suggested link to a website or game. Daily reading and a topic or literacy activity supporting Knowledge and Understanding of the World and Expressive Arts and Design.</p>
Key Stage 1	<p>Minimum expectations as determined by DfE = 3 hours daily There will be a literacy lesson (45 mins) and maths lesson (45 mins) each day – some lessons will be delivered live. There will be a weekly Science lesson (45 mins) and 1/2 other subject specific activities set for 4 days (30 mins x 2) Phonics, spelling and reading are set for each day (30 mins)</p>
Key Stage 2	<p>Minimum expectations as determined by DfE = 4 hours daily</p> <p>There will be a literacy lesson (1 hour) and maths lesson (1hour) each day on most days – some lessons will be delivered live. There will be other sessions provided for example, topic,</p>

	and science and RE. (x 2 45mins daily)
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Accessing remote education

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

Class webpages are the first place for parents to go to when looking for remote work. These will direct you to where to find the work for that day/week.

We are using Microsoft Teams as our online digital platform to provide remote learning to pupils at home. This could be in the form of live lessons or for setting work and giving feedback to pupils. You may be directed to some other online resources such as White Rose Maths, Oak National Academy and BBC Bitesize.

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 do have a bank of laptops that we can lend to parents who are unable to access remote learning. This will be looked at on an individual basis.

Vulnerable pupils will be offered laptops if they are not coming into school.

We do not expect parents to print off all the material we are sending home, pupils can write down answers in a notebook. Where possible, teachers will provide answers for work so that pupils can check themselves.

Pupils who cannot access the internet will be provided with a paper copy of work and can return it to their class teacher so that they can receive feedback.

How will my child be taught remotely?

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

In our approach to remote learning, we are carrying out live lessons across the whole school when appropriate. These may be in the form of story time, question and answer sessions or a more formal teaching session. We may also pre-record sessions for pupils to access at a later date.

We are using recorded teaching lessons, for example Oak National Academy to teach some parts of the curriculum.

Teachers are using some commercially available websites such as, White Rose Maths, TT Rock stars, My Maths and Wordshark ;along with Espresso Discovery and Phonics Play as part of their planning for remote learning.

When possible, pupils may be set internet based projects to support their learning, for example, finding out about a place for geography.

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 expect parents to engage with the class timetable to know what remote learning they are being provided with for their child. We are following the curriculum as we would in school and hope that pupils will carry out their learning so that when they return to school they will be able to continue with their class work. If parents are struggling to fulfil all of the curriculum, we would hope they prioritise maths and literacy. Teachers will be ready to speak to parents if they are struggling with the work set. We expect parents to check the work their child is producing as much as possible.

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

When carrying out live sessions, teachers will check the attendance of pupils who join them for the session. Teachers will check work that has been submitted by pupils on Teams and provide regular feedback to their class. In EYFS, teachers will check Tapestry to see if pupils are engaging with their work.

Phone calls home will be made to those pupils who do not come into school and discussion about work will be part of that, teachers will offer support if required.

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:

Using Teams, teachers can give regular feedback to pupils who complete their work. Quizzes may be used as a way of assessing pupil's understanding of a particular topic/lesson. Teachers will provide answers where possible so that pupils can check their own work.

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:

Laptops will be available for those pupils who are at home. Differentiated work, where possible, will be provided for pupils at home so that they can access the curriculum.

Teachers will remain in contact with parents to make sure they can support their child at home in their learning.

In KS1, teachers are carrying out live lessons as well as making videos for pupils to access. Pupils are being directed to helpful websites to support their learning too.

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?

When pupils are self-isolating, work is provided via email to parents or set on Teams for the pupils to access. This will allow for the curriculum to continue and for teachers to be able to provide feedback for work.