



## **Woodwater Academy Remote Learning Overview**

This information is intended to provide clarity and transparency to pupils and parents or carers about what you can expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or a national lockdown with school closure is implemented.

The published government guidance on remote learning can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

In the event of a local covid-19 outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission. Woodwater Academy has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

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?**

At Woodwater Academy our ultimate aim is to try to follow the intended curriculum whether pupils are in school, working from home, or a combination of the two. Where this might require resources not available at home our preference is to provide alternative lessons, which follow the curriculum where possible, from other quality online opportunities such as White Rose Maths Schemes and the Oak National Academy. These are available to all schools and have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the curriculum being taught in schools.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home and will my child be taught broadly the same curriculum as they would if they were in school?**

Our remote platforms for learning are Tapestry and Microsoft Teams. Pupils will be directed to immediately accessible tasks during the first day when the school is fully open and the in school learning will be shared by the teacher at the first opportunity and definitely by the next school day. During school closure the work is shared daily for all. If a child is unwell they are not expected to undertake any learning, as if they were absent from school.

During school closure the teacher will provide a daily video to explain the expectations for the learning set that day. The viewing of these videos is monitored by teachers to register pupil engagement. Attendance at all sessions will be recorded, as will completion of any tasks set. Pupils and parents/ carers can access this using the dedicated apps (available for all devices) or can sign into TEAMS through [www.office.com](http://www.office.com) using their school email address and password. The curriculum teaching resources will be loaded onto TEAMS for Y1 – 6 and Tapestry for EYFS. All logins and passwords are shared with parents and older pupils.

Your child will receive the same curriculum remotely as they would receive in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE lessons, pupils may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work.

### **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 approximately 3 hours per day at Key Stage 1 and 4 hours per day at Key Stage 2. EYFS work will reflect the learning they would ordinarily receive. There will be regular contact from the class teacher throughout the day via TEAMS chats, live lessons (where appropriate) and through feedback on tasks and work handed in on both TEAMS and Tapestry when teachers are not teaching pupils face to face.

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

All pupils will have a weekly overview timetable for their learning posted to their TEAMS accounts in Years 1-6 and on Tapestry for EYFS, this will set out the learning for the week ahead with links and times for the relevant lessons and documents. There may also be links to the mathematics website White Rose as well as relevant units on other sites such as the Oak Academy website.

Daily videos will be displayed in the 'General' feeds and support daily organisation. Pupils will find links to some lessons and activities here also. Assignments and pre-recorded content will be uploaded on a daily basis.

EYFS pupils will require adult support to view their timetables and teacher's videos through parent logins. Parents will upload learning into Tapestry for the teacher to view.

Live sessions will be accessed through Microsoft TEAMS. Pupils and parents can access all Microsoft applications through [www.office.com](http://www.office.com) and by logging in with your child's e-mail. You are also able to download all Microsoft applications to different devices for free. There are guides to support parents on our school website in the 'Parents', 'Supporting your child at home' section.

### **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 there is an issue with access to a device to complete remote education, please let us know immediately by emailing [woodwater@ventrus.org.uk](mailto:woodwater@ventrus.org.uk).
- We will do everything we can to support remote education and have a limited number of devices that we may be able to loan as well as helping to resolve any issues with connecting to the internet.
- We recognise that some pupils may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for pupils to complete any work set on paper instead of on a computer if needed.
- We understand that where you have children in more than one class and limited devices that there may be the need to alternate between sessions and access. We will support you to find a solution with the class teachers and ensure everyone has the access they need.

- Should you be unable to achieve any of the connectivity suggested above at all please contact us at [woodwater@ventrus.org.uk](mailto:woodwater@ventrus.org.uk) and we will move to an alternative. This however, will not provide your child with crucial contact with their teachers which is our preferred delivery.
- If pupils are completing remote education on paper rather than computer they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.

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

When teaching pupils remotely, we are:

- providing frequent, clear video explanations of new content
- setting tasks which are meaningful and ambitious each day in a number of different subjects.
- teaching 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.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- enabling teachers to 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.

We consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

We will avoid an over reliance on long-term projects or internet research activities.

### **Video lessons**

Remote teaching is most effective when the input and delivery is considered carefully around whether or not it should be of a pre-recorded nature or requires live input. A prerecord option enables pupils to pause and rewind the content, which can suit many learners, however live lessons allow pupils to ask and answer a question there and then enabling direct support of misconceptions. The teacher will consider the needs of the learners when choosing means of delivery.

### **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 all pupils to engage with remote education as soon as it is required. All Microsoft Teams sessions have a register that is recorded, and teachers will monitor engagement in TEAMS and Tapestry each day. As parents/carers we need your support to encourage your child to develop and maintain routines of completing school work at the right times, or close to these, and is provided with a space that they can work with distraction minimised as far as possible. Where timing is a challenge, please let us know and we will do what we can to help.

### **Pupils conduct for remote learning, including live lessons:**

Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:

- Ensuring appropriate language is used in TEAMS comments and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set, or as close as possible.

- Ensuring that clothing is appropriate, following the same guidance as a normal “non-uniform” day in school (no pyjamas or dressing up clothing please).
- Pupils should choose an appropriate setting to take part in remote learning.
- Pupils are encouraged to take part in the live sessions that are available if they are well enough to do so.
- Microphones should be muted on entry in order to safeguard from any inappropriate noise.

Further information about conduct expectations related to remote learning, can be found within our Behaviour Policy (appendix 2).

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

Pupil engagement with remote learning is monitored daily on TEAMS and Tapestry and a register is taken for the Microsoft TEAMS live sessions by class teachers. Where pupils are not engaging or there are concerns with the quality or quantity of work being done, this will be followed up by teachers through a phone call home to try and resolve any potential issues.

**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. Teachers will use the chat facility, direct questions during live lessons and also provide responses to work where this will progress or support learning the most. Teachers will be checking work and addressing any errors or misconceptions with pupils in their planning of any following lessons.

**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. Our SENDCo is working with teachers and their pupils who have an EHCP to support their engagement in remote learning. Please contact the SENDCo through the school office if you require SEND remote learning advice for your child.

**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?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will be provided through TEAMS/Tapestry as above. However individual response to learning and completed work will not be achieved during the school day. This is due to the challenges of teaching a majority of pupils in school. It may not be possible to include isolating pupils in other face to face sessions but regular contact with the class teaching staff will be maintained.

**How do I get support as a parent around supporting my child with their learning?**

All communication from parents should be via the school office email [woodwater@ventrus.org.uk](mailto:woodwater@ventrus.org.uk) or telephone 01392 274147. The office will direct any parent messages to the relevant member of staff who will endeavour to respond as soon as they are able to after teaching sessions. We would request that all TEAMS/Tapestry chat options are learning focused and that in TEAMS conversations are between teachers and their pupils.