



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 go to the final section.

What should we expect from immediate remote education in the first day or two of pupils being sent home?

Following the introduction of restrictions; the first day or two of pupils' remote education might vary from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote learning.

Children will be sent home with one week's worth of home-learning, which staff will have prepared in advance. Work set will consist of tasks where key 'basic skills' objectives, with particular focus on maths and English, are revised and consolidated. There will also be a strong emphasis on PSHE activities.

The pack will contain all the paper resources needed for each task, including workbooks as appropriate to each pupil. We will send children home with their belongings, such as PE kits and wellies, as we understand that parents/carers do not always have a spare set at home.

Passwords for all curriculum based websites used by the child will be provided. These might include passwords for Bug Club, Times Table Rock Stars, Purple Mash etc.

We are acutely aware of the emotional impact of national/local lockdown restrictions on our families; adults and children. Therefore, we will always endeavour to be open with the children and talk to them before they are sent home; answering their questions as far as possible and supporting them to understand what is happening. Children are also reminded about e-safety and places of external support such as the NSPCC (Childline).

Parents/carers who are known by staff as likely to suffer from increased anxiety as a result of impending restrictions are telephoned by a member of the SLT in order to reassure them and put further support into place.

All parents/carers are updated regularly- via email, text and the school Facebook group - on what may be a changing situation. All parents are provided with a list of contact details for key services such as the Samaritans, local food bank, debt support, drugs and alcohol services, the NSPCC.

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 endeavour to deliver the same curriculum remotely as we would in school as far as possible. However, there will be adaptations in some subjects in order to promote good access to and understanding of the subject-matter. For example; we follow the maths curriculum but are delivering remote-education units in a different order so that difficult concepts to teach are kept for when children return to school.

Foundation subjects are timetabled for remote learning, but we ensure that all work set is suitable for the home environment and all of the challenges that may bring. For example, practical science investigations requiring resources available in school are adapted for home.

PSHE is a consistent feature of our remote education. This consists of ideas for social, emotional and mental well-being during national/local restrictions, links to resources and useful websites/agencies of support, and staff encouraging both children and adults to communicate when they might be feeling overwhelmed or 'not ok' for any reason.

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 teacher and independent work) will take pupils broadly the following number of hours each day:

EYFS (Reception): Up to 45 minutes per day with a focus on phonics and maths.

Note: Nursery will also be provided with home-learning packs with activities that parents/carers can dip in and out of as required)

KEY STAGE 1 (Year 1 and Year 2): Up to 3 hours per day with a focus on daily maths, English and phonics sessions.

KEY STAGE 2 (Years 3-6): Up to 4 hours per day.

Accessing remote education: how will my child access any online remote education you are providing?

Early Years (Nursery and Reception) have access, via the school website and links sent by class teachers, to a range of bespoke phonics resources compiled by staff.

In addition, children in Year 1 have access to the **Bug Club** website (see below)

All children in Years 2-6 are provided with access (through log-ins and passwords) to the following online platforms:

Bug Club (reading/reading comprehension)

Times Table Rock Stars

Purple Mash (covering a wide range of subjects where tasks are set by class teachers)

Teachers from all year groups record short video clips to explain different tasks and activities set as appropriate. These are included via links in teachers' daily emails to the class. All videos are also available on our school website.

*January 2021: we are in the process of trialling the use of **Google Classroom** with our Year 6 pupils. This will be reviewed and extended as devices become available; and according to monitoring of usage and feedback from staff, parents and pupils.*

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that many of our pupils do not have suitable online access at home. A recent survey carried out by staff indicated that no class had more than 26% of pupils with access to their own device for direct teaching (where there were laptops in the home, they were needed for use by parents working from home or by secondary-aged siblings) Many of our Woodhall families are reliant on one mobile phone for the whole family. Therefore, we take the following considered response to remote education:

The UK government have provided us with 17 laptops for pupils. We have prioritised Year 6 pupils for these; 16 pupils have been loaned laptops (based on need)

We have signed up via the BBC's 'Give a Laptop' campaign (<https://www.business2schools.com/donate>) as a local centre of donation. Any laptops received will recommissioned by our IT technician before being loaned to pupils.

We have provided families with information about where they may access the internet at home for free, as well as information about access the internet via gaming consoles such as the PS4.

Each pupil is provided with a home-learning pack every fortnight which mirrors the work that other children will complete in class. The pack contains paper copies of all resources as well as workbooks, paper etc. Packs are differentiated by class teachers as appropriate (for example, according to the child's ability) Suggested timetables and any other guidance is included within the packs. Parents/carers are asked to collect the home-learning packs from school. If they are unable to do this, staff hand-deliver the packs.

When new home-learning packs are collected from school, parents/carers are asked to return any completed work (from the previous pack)

Parents/carers (and pupils, depending on age) are encouraged to send photos/copies of work, via email, to class teachers as it is completed. This enables a stream of communication where the teacher can quickly respond to any misconceptions, answer questions, give feedback and celebrate the child's achievements.

How will my child be taught remotely?

At Woodhall, we use a combination of approaches to teach pupils remotely:

Live teaching (online lessons) is being trialled by our Year 6 pupils through the use of Google Classroom.

Recorded teaching clips are uploaded to the school website and sent out by teachers as appropriate to the work set. We have placed a significant focus on the recording of phonics video clips to support both parents/carers and pupils in EYFS/KS1. Where these are of benefit to KS2 pupils, class teachers send links to the relevant pupils.

All children are provided with comprehensive home-learning packs containing all the resources needed in fortnightly batches. Work is also supplied electronically to parents/carers so that they can decide whether to use the paper copy or not.

We provide links to commercially available websites (such as the Oak Academy, BBC Bitesize) to support the teaching of specific subjects or concepts.

As far as possible, we will continue with our programme of enrichment during a national/local lockdown. Celebration assemblies, where certificates of achievement such as the 'Woodhall Wow!' are awarded, will be recorded each week and uploaded to our website. Termly talent shows will be carried out via Zoom or Teams. Resources, ideas and links for celebrations such as World Book Day, Children's Mental Health Week, World Autism Day etc. will be shared via our private Facebook group as well as via emails.

Encouragement 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 that all children will engage with the learning provided. We are a small school and know our families well. Where we know that home-learning could be difficult, or where there are particular circumstances (such as illness or family bereavement) we maintain lines of communication with families and offer ongoing support.

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

Where parent/carers are in regular contact with school staff, any concerns can be addressed very quickly. Teachers email pupils on a daily basis and keep note of work sent by individuals or communication with parents/carers/children. Every child's engagement is reviewed on a weekly basis and teachers phone parents where they have identified a lack of engagement. If necessary, this is followed up by a member of the Senior Leadership Team; who may put further support in place e.g. a referral to our Family Support Worker.

How will you assess my child's work and progress?

Feedback can take many forms and may not always be delivered through extensive written comments for individual children. For example; whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods.

Teachers will feedback promptly (within 24 hours) to any emails sent by parents/carers including feeding back on pieces of work sent or any questions about the work set.

When home-learning packs are returned to school, teachers will collect completed work for review and will feedback as appropriate to individuals. We ask that when children return to school, they bring their workbooks. These will be collected in and feedback provided in the most appropriate way, with awards being given to individual children for any outstanding work or effort. Teachers will discuss different pieces of learning within a whole-class context.

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, the provision of remote education will likely differ from the approach for whole groups. This is due to the challenge of teaching pupils both at home and in school.

If children or parents/carers are self-isolating because they are ill, we would not expect them to complete the work set. However, if they are self-isolating because they have been in contact with someone with COVID but are themselves asymptomatic, the child will be expected to complete work. Tasks and activities will be sent in a home-learning pack (with work to last the duration of the isolation period) either electronically or as paper copies, depending on preference. Teachers will maintain contact via email or by phone on a weekly basis. We expect the child to bring their completed work back to school once the isolation period has finished.

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 those with special educational needs, may not be able to access remote education without significant support from adults at home; and we acknowledge the difficulties that this may place on families. We will work with parents/carers to support pupils through providing highly-differentiated home-learning packs as necessary to need. A member of the Senior Leadership Team will phone families on a weekly basis to check progress and offer any further support. We will continue to liaise with any external agencies already involved with the child (for example; the Educational Psychologist) and facilitate remote meetings as appropriate.

Where families have been accessing the services of our Family Support Worker or Intensive Family Support Team, support will continue through national/local restrictions although this may need to take a different form e.g. phone calls rather than meetings.

