



West Hill Primary School

REMOTE EDUCATION PROVISION



Let's shine together

Our vision is a school where everyone shines

What we do and encourage as a school family;

Achieve – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each other's beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

Date of Review	Body responsible for review	Date of next review
January 2021	SLT	January 2024

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests



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?

Whilst preparing for a longer period of remote learning, we will ensure children have access to at least one English, one maths and one other lesson each day. This will not be live or recorded lessons but will be provided using resources accessed through Google Classroom (Y1-Y6) and Tapestry (EYFS).

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. However, we may need to make some adaptations in some subjects. For example, in PE or design technology where parents may not have the necessary resources available at home.

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	3 hours a day on average across the cohort, with less for younger children
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Key Stage 2	4 hours a day
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Accessing remote education

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

All remote learning will be accessed through Tapestry (EYFS) and Google Classroom (Y1-Y6). Login information has been issued to all parents.

Where possible, learning will be uploaded each evening ready for the next day's learning. Where a Google Meet session is planned, this will be communicated in advance via the class stream on Google Classroom.

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 you are unable to access digital or online resources at home, please contact the school office on 01404 812599 in the first instance. We will identify the best way to support the needs of the children which may include considering one or more of the options below:

- lending school devices to families
- preparing printed packs of resources for collection and return

How will my child be taught remotely?

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

Some examples of remote teaching approaches used in delivery of learning may include, but are not limited to:

- recorded teaching from staff at West Hill Primary School
- recorded teaching from other educational establishments (e.g. Oak Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize
- online tasks through Google Classroom/Tapestry
- whole class Google Meet sessions
- long-term project work and/or internet research activities (as per the full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

As a school, we will do all we can to support pupils and families in remote learning. However, we require the support of parents for this to be flexible.

- We expect pupils to work within their allocated time to complete as many tasks as possible.
- We expect parents to support pupils by setting up a routine for learning and ensuring pupils have a suitable working environment
- When the whole class is self-isolating or working remotely, we expect all pupils to attend a Google Meet with school staff per week of remote education unless a genuine reason exists for this to not be possible.

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

- Work will be checked weekly by teachers and feedback given.
- Teachers will monitor work completed and pupil attendance at Google Meets.
- If teachers are concerned that pupils are not engaging with Goggle Meets or remote learning activities, welfare calls will be made to parents by a member of school staff.

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:

- Feedback will vary according to the work set but will be given using Google Classroom with 100 points awarded for each piece of work.
- Sometimes, feedback may be given over Google Meet if this is deemed necessary.
- EYFS teachers will feedback via Tapestry

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:

- If your child has an EHCP they will be invited to attend school full time (as a vulnerable pupil)
- If your child is supported on our SEND register they may be provided with specific learning activities to meet their needs.
- Where appropriate, regular contact will be made with parents and carers by the SENCO to support the remote learning of these pupils at home.

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, their remote learning may, in this case, be stand-alone activities and lessons which rely more on third party resources. The activities set will match the learning intention of the pupils being taught in school, but may defer in delivery and content due to the availability of resources and the inability to work alongside peers.

Pupils self-isolating are taught meaningful and ambitious work each day in a number of different subjects.