

Remote Learning: Information for Parents:

The Priory Witham Academy – Overview of Remote Learning

The Witham Remote Education strategy aligns to our curriculum intent and the ambition we have for all learners, which includes our belief in equity of opportunity and provision.

Remote education planning will:

- Continue to provide a high quality, broad and well-sequenced curriculum so that all children can achieve their true potential, including those in priority groups.
- Ensure consistency of provision for all children, including those in priority groups – seamless transition between modes of delivery, where possible.
- Be quality assured, regularly reviewed and developed to ensure quality of provision, support for all, and will reflect the most up to date knowledge and research available to us so that we can continue to reflect on and improve.
- Support teachers, children and parents to balance well-being and workload.

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 provision in the first day or two of pupils being sent home?

As pupils begin to work from home, there will inevitably be a period of transition as they (and you as parents) familiarise themselves with how they intend to learn from home.

1. Pupils, and where more appropriate parents, will have been taught how to access the academy's home learning platforms: Tapestry –EYFS and KS1, Sharepoint – KS2 and Show My Homework – KS3, 4 and 5.
2. Remote learning will follow the scheduled timetable, or suggested daily routine, and learning will be available for pupils in the way that they are used to receiving it in school. This will be more flexible in some age groups as we understand the needs of our pupils varies across year groups and key stages.
3. Pupils and parents will have been given guidance on the practical aspects of working from home and will already have some experiences on which they can build – this includes the 'Witham Remote Learner' booklets, which are all available on the website.

After this initial period of adjustment, pupils will be able to establish a more consistent way of working remotely.

There will, inevitably, be organisational and technical challenges to this; pupils and parents must not worry, they and you will be able to contact staff within the academy for support.

You can contact their pastoral manager or phase leader if there is an issue concerning their ability to access learning or their class teacher if there is an issue in understanding the learning. Contact details are available in the 'Witham Remote Learner' booklets for each age and stage.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were taught in school?

1. Pupils will, typically, follow their existing curriculum.
2. There may be subjects in which it will not be possible to provide normal curriculum provision, particularly the more practical and group work elements of their learning in PE, Technology, and the Arts. Subject leaders, phase leaders and class teachers will modify the curriculum to continue to ensure a breadth of study.
3. Witham Values days will continue – though may be adapted so that we can continue to deliver the PSHE curriculum and the broader curriculum opportunities that also feature on these days.
4. Subject leaders and teachers, with reference to the DFE guidance, and research from the EEF, have planned their subject-specific provision. This follows the Academy agreed frameworks, which remain in place to support all teachers to plan and sequence learning in a format that pupils are used to.
5. We recognise that the curriculum encompasses the Academy values and these are promoted through our remote learning offer to include enrichment opportunities, subject-specific extended projects, values days, and our Witham Family Challenges – look out for these on social media!

Quality First Teaching: A Blended Learning Approach

As part of our on-going review of remote education planning, we have included feedback from parents, carers and pupils about their experiences during the first lockdown period. This has informed the approaches taken so that we can achieve the right blend of learning for the students to be successful at home. (This will include pre-recorded content, opportunities for independent application tasks, feedback activities and quizzes to review learning and inform teacher's next steps in planning.)

Adaptations to provision has included:

- Greater opportunities for recorded, streamed and / or live content.
- Flexibility to support families with siblings all accessing different learning.
- Support for 'The Witham Learner at Home' – these guides have been made available to all pupils, parents and carers so that they can access support from their teachers, links to manage their wellbeing and online safety as well as support to manage their time. All of these guides are available on our website under the 'Home Learning' tab.
- Celebrating Success so that we can continue to reward and recognise pupils who achieve our Academy values.
- Feedback / outcomes – greater clarity in place to detail how completed work will be submitted and how pupils will receive feedback.

Our approaches are under regular review and are quality assured by curriculum and senior leaders against the guidance set out by the DFE and the current educational research available to us.

Remote teaching and study time each day

How long can I expect work set by the academy to take my child each day?

The current guidance suggests:

EYFS – will have access to less than 3 hours each day. This will be appropriate to the child’s developmental stage.

KS1 – will have access to 3 hours a day, on average, across the school cohort, with less for younger children.

KS2 – will have access to 4 hours of learning each day.

KS3-4 will have access to five hours of learning each day.

KS5 will follow the guided learning hours for the courses delivered, following the timetable.

Teachers will plan learning for the same number of curriculum hours for that subject.

For example: if Maths have 4 x1 hour lessons – they will provide 4 hours of learning following the blended learning approach.

Accessing remote education

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

The main platform for EYFS and KS1 is Tapestry. All work will be set here, with links to other platforms when appropriate e.g. ‘Spelling Shed’ for Year 2.

The main platform for KS2 (Y3, 4, 5 and 6) is Sharepoint. All work will be set here, with links to other platforms, including those listed below, so that everything is in one place.

Children should be encouraged to check their new learning each day and submit their work accordingly.

Many of the platforms used more widely are already in regular use and should be familiar to the children.

- Mathswatch (Y4, Y5 and Y6)
- Times Table Rockstars
- Whiterose Maths
- Oak National Academy
- Spelling Shed

The main platform for Witham Secondary is Show My Homework. All work will be set here, with links to other platforms, including those listed below, so that everything is in one place.

Children should be encouraged to check their new learning each day and submit their work accordingly.

Many of the platforms used more widely are already in regular use and should be familiar to secondary school pupils, for example: GSCE Pod and Dr. Frost Maths.

Other resources might include:

- Citrix

- SharePoint
- Show My Homework
- Teams: Live, Streams, Forms
- Microsoft Office 365
- YouTube Channels

How will my child be taught remotely?

We use the on-line platforms listed above in a range of ways. The activities on the list below are examples – more specific details will be included in your child’s specific remote learning plan:

1. All remote learning is set on Tapestry (EYFS and KS1), Sharepoint (KS2) and Show My Homework (KS3, 4 and 5) as a central point for teachers and pupils.
2. Teams: Live: Live lessons will be offered as part of the blended learning approach for secondary pupils. During these lessons, pupils will be in ‘live lessons’ with a teacher and other members of class. This might be for an entire teaching hour or for shorter periods to enable pupils to work independently on tasks. This might be video/audio or audio/screen-share.
3. Teams: Streams: this is a recorded lesson or a recorded PowerPoint session that pupils will work through.
4. YouTube channels: teachers, at times, ask pupils to use recorded lessons and other learning materials.
5. Curriculum based on-line resources: pupils will be directed to subject specific learning materials that can be used as instructed by the teacher. For example: Dr Frost Maths, Mathswatch or Spelling Shed.
6. Where access to online learning platforms is not possible, we will provide support, which can include technical support, learning support or the provision of printed / digital resources. It is important for parents to appreciate that not all learning will (or indeed should) be on-line.

We fully understand that pupils might not have access to a digital device or might only have access at specific times of day.

1. We have identified pupils who are unable to access digital devices and will be able to offer some support. We will make contact with pupils/parents directly when these are available.
2. Pupils and parents can request that work packs be sent home that will support on-line learning if there are access problems.
3. Pupils will be able to access on-line materials outside of specific lesson time.

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?

Pupils are expected to engage positively with remote learning. This includes accessing the remote learning and submitting work to the class teacher, where appropriate.

1. Pupils must engage with the remote learning curriculum every school day.
2. There is a guide to the number of hours a pupil will spend in total on their learning each day.
3. Pupils will, therefore, not be expected to be in front of a screen for all of their learning time, but will be expected to engage with their timetabled subjects, or suggested daily routine, and submit their work.

In supporting your child, parents/carers must appreciate that:

1. Younger pupils will require more support and guidance at home.

2. Pupils will have received guidance on approaching remote learning including on how to structure their day.
3. In an ideal world, pupils will have an appropriate workspace with a digital device; they will also have a settled routine that fits into their timetable. We understand that this may not always be possible and that a considerable degree of flexibility may be required.
4. Pupils may inevitably feel anxious about their work and must be encouraged to speak to an adult or member of staff at the academy if they have any concerns, do not understand an aspect of their learning or if they are not able to access it – please refer to the ‘Witham Remote Learner’ booklets on our website.

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

We will work in partnership with you to ensure that your child is engaging with the work:

1. Teachers and pastoral teams will monitor engagement with remote learning.
2. In secondary, teachers will take registers when in live lessons and report any ongoing absences to the pastoral team. Parents will be informed if there are concerns.
3. Teachers will set work that needs handing in. If work is not handed in, or is not of the expected standard, the usual systems are in place at either subject or year group level. Parents will be informed if there are concerns.
4. Each year group or area of learning will have different requirements for the frequency of handing in work – this will be dependent on the hours a week they are studied.
5. Teachers use a wide range of assessments to gauge whether a pupil has understood the work. Any immediate concerns will be addressed with the pupil. If there are deeper concerns, parents will be informed directly.
6. Reporting home will be maintained throughout the year and, unless parents/carers are notified, will follow the published timelines.

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

Celebrating Success

Children will continue to be rewarded where they demonstrate the Academy Values. This includes both their engagement with remote learning and also their wider experiences with home learning. Teachers and pastoral teams will review engagement and quality of work throughout and reward this through celebration assemblies, newsletters, sending home virtual postcards and organising year group rewards.

We will also continue our ‘Celebrating Success’ rewards which will be posted home.

If you complete any learning or activities beyond that provided by the school such as baking, exercise challenges, or charity work, then we would love to hear about it and reward it. Please let your child’s class teacher or pastoral manager know.

Feedback

Teacher feedback to pupils is an ongoing part of learning, it happens when:

1. Communication is had via one of our learning platforms, such as Tapestry or Show My Homework.
2. Pupils speak directly to their teacher either by telephone or over teams
3. Pupils take part in questioning activities

4. Pupils take part in knowledge-based quizzes
5. Pupils redraft and resubmit pieces of work
6. A teacher produces feedback for the entire class on a piece of work
7. A teacher returns individually assessed pieces of work
8. A teacher provides suggestions for consideration about a piece of research
9. More formal assessment of pupil learning takes place throughout the year and will be incorporated into remote learning.

Additional Support

How will you work with me to help my child who needs additional support from adults at home to access remote education?

1. For pupils with additional needs, academy staff will liaise with families to coordinate the support required.
2. For primary age pupils, learning will reflect their age and their 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?

The approach to learning will be broadly similar:

1. Pupils will access curriculum materials that are consistent with those being used in class in the ways outlined above.
2. If appropriate, pupils may be invited to join a live class with video and or audio.
3. Pupils will be set normal homework/extension activities that will be reviewed once submitted.