



White Hall

Academy

Remote Education Provision

Information for Parents

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?

If a class bubble is sent home from school; each child will be sent home with an introductory letter, remote learning book and the first day's activities.

If a class bubble is informed whilst the children are at home; children will log on to a registration activity and day of learning. Some of this day may be led by the Class teacher or HLTA, there may be times when an LSA will be supporting the children whilst completing a pre set piece of work.

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 have needed to make some adaptations in some subjects. For example, lesson which would require additional resources not found within the average household may be rescheduled; such as Art, DT, ICT and Science lessons.

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	3 hours of remote learning including a daily 45 minute virtual lesson.
Key Stage 1	4.5 hours This includes a core 45 minute virtual lesson which all children within the class should attend as well as 3.75 of supported online learning.
Key Stage 2	4.5 hours This includes a core 45 minute virtual lesson which all children within the class should attend as well as 3.75 of supported online learning.

Accessing remote education

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

Our pupils will log into ClassDojo for their daily timetables; as part of this offer they may also access virtual lessons via Zoom; TTRockstars, Lexia, BBC ReviseWise, Oak Academy, Oxford Reading Tree, Essex Library Service.

This may be supplemented by other appropriate websites.

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:

- When available to the school; parents/carers may request a loan device to support their online learning.
- There is a limited number of data SIMS available to the school, parents can request one of these.
- Printed Paper packs are available on request. These can be collected every Monday morning. Paper packs will be delivered to pupils who are shielding or isolating.
- Paper packs should be returned every Monday for assessment purposes.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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?

- All pupils should be ready for Remote Learning at 9am.
- Ensure pupils are logging on to ClassDojo each Morning.
- Encourage pupils to follow their normal school day routine.

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

- Pupil's engagement will be checked every day. If a child is not attending or submitting work online they will receive a daily phone call to check they are accessing their learning.
- Where a child is not accessing their remote learning; in the first instance we hope this can be resolved by the class teacher and parent/carer. It will then be escalated to a member of the pastoral team and if the situation does not improve, parents and carers may receive a home visit or a call from the Heads Team.

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:

In this section, please set out briefly:

- Class Teachers may assess your child through their contributions within a virtual lesson, their work which is uploaded to their portfolios as well as returned completed paper packs.
- Online feedback will be given daily. Feedback to completed work packs will be given weekly.

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:

- Weekly checks will be carried out by the SEN team for pupils with EHCPs to ensure they are accessing learning with appropriate reasonable adjustments where necessary; checks to include:
 - regular parental/carers contact for EHCP pupils working from home
 - checking work uploaded to Dojo
 - checking with class teacher for EHCP pupils with places in school
- Attendance of EHCP pupils with places in school is monitored by the SENCO and reported to the Head teacher on a daily basis
- SENCO to maintain regular links with the Hearing Impairment & Visual Impairment Specialist Teaching Service to access support and advice for pupils with a sensory impairment who require additional support while working at home
- SEN team will be available by telephone, email or Class Dojo for parents to contact with questions or concerns
- Learning Mentors, Speech and Language Specialist LSAs, and a Precision Teaching LSA will continue to offer individual sessions for their caseload pupils; where the pupil is working from home, a weekly remote session will be held via video call:
 - All remote sessions will have parental/carers consent before the sessions are set up; consent is gained by a telephone conversation and recorded on a parental consent form
 - A parent/carers MUST remain with the child during the session
 - Each session will be recorded and parents/carers will be informed that the session will be recorded with recordings deleted after a specified time period
 - Staff offering remote sessions will follow the school Code of Conduct policy to maintain a professional relationship with the child
- Teachers will ensure lessons are inclusive for all pupils including SEN pupils; the SENCO will provide advice and support for class teachers as required.

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?

- Pupils can access their daily live lesson joining the rest of their class remotely
- They can ask questions and submit their work by Class Dojo
- Teachers will strive to teach both those in their class and pupils working at home, however, there might sometimes be a delay in pupils being admitted to the lesson as staff settle their class in school and start the remote learning stream
- For pupils who are unable to access online learning, paper work packs will be provided and delivered weekly; these must be requested and are only provided for those who are unable to access the online learning offer
- Where individual pupils need to self-isolate but the majority of their peer group remain in school, a paper work pack will be provided and delivered weekly
- The paper work packs will mimic the work being completed in the classroom as closely as possible, the difference will be the pupil will not be accessing the class live lesson
- Some children with SEND might face particular barriers if they are self-isolating and these can be discussed with the SENCO for advice and support as required; we would still expect these children to follow the programme of learning set by the class teacher with any necessary adjustments and adaptations for their SEND need.