



# **Remote Education Provision for Parent/s and Carer/s at West Witney Primary School and Nursery**



## **Associated documents:**

Home School Agreement

Online Safety at West Witney

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

**January 2021**

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## INTRODUCTION

It is a legal requirement that all schools offer remote provision during the current COVID-19 pandemic, in the event of: whole school closure, cohort (bubble) closure, class (bubble) closures, or individuals falling ill, isolating or awaiting test results.

Whilst the government recognises that schools vary significantly in context, this information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education at West Witney Primary School and Nursery.

West Witney Primary School and Nursery also recognises that the provision at home varies significantly from working parents to parents with several children requiring remote education and more. For this reason, we are offering flexible provision rather than live timetabled lessons, so little and often or blocked work in a manner and at a time convenient to individual families.

## GENERAL INFORMATION

It is expected that remote education (including remote teaching and independent work) will provide a slightly adapted curriculum, using Class Dojo and other learning sites and resources.

In accordance with government recommendations, the provision will aim to engage pupils broadly the following number of hours each day:

**Early Years: 2+ hours**

**Key Stage 1: Up to 3 hours**

**Key Stage 2: 3+ hours**

Parent/s and carer/s are not expected to teach their children but to facilitate wherever possible: access to online resources and a space to work and basic equipment. Overviews of the week ahead will be sent out in advance to allow parents to plan ahead if needed; class teachers will be available across the week to respond to queries and provide feedback to children. Senior Leaders will be available to offer further support if required.

It is our expectation that the work that is completed should be of the highest possible standard and presentation, as is the case with any piece of homework. Stationery items, including pencils and lined paper will be available from school if required.

Children, who do not have access to the Internet, will be provided with available devices and dongles, print outs and there will be follow up phone calls if required.

Individual video calls to parents and children will be timetabled to occur once over a six week period.

**We understand that this is a challenging time for everyone and we will also do our best to support the wellbeing of our children, parents and staff through this period.**

**Further advice and information will be offered to children and parents during the school closure.**

For more information related to provision across the school, please see relevant sections.

## SECTION 1

### Provision for Key and Critical Workers and Vulnerable Children

In order to allow Critical and Key Workers to provide for the nation's needs due to the pandemic, West Witney Primary School and Nursery will offer face to face teaching for vulnerable children and the children of critical workers. This is, of course, dependent on health and safety risk assessments such as sufficient staffing including the availability of a safeguarding lead. For more information, please see related correspondence from the Headteacher and information on gov.uk

### Remote Provision in Event of the Closure of a Class or Cohort (Year group) and Whole School Closure

In the event of the closure of a class\* or cohort due to a positive case of COVID, the absence of a class teacher or whole school closure, your child will receive an adapted version of the class curriculum.

In the Early Years, there will be a more emphasis on practical tasks that can be undertaken in the home environment.

In Key Stage 1, English and maths will have a weekly focus, including phonics and spellings and topic tasks will largely cover the other subject areas such as science, history, geography, music and art. There will be discrete input for Personal, Social, and Health Education (PSHE), Relationships and Sex Education (RSE) and Religious Education (RE), on a weekly basis as well as other links to address wellbeing and opportunities for physical exercise.

In Key Stage 2, English and maths will have a weekly focus: other subjects such as science, geography, art etc. will follow the planned objectives to be taught but will be adapted accordingly for remote learning; there will be discrete PSHE, RE and PE links and learning resources to extend and enhance learning.

Feedback will vary dependent on the task, with next step suggestions and how work can be improved offered on some tasks and whole class feedback if appropriate. When a teacher is in class, responses are less likely to be immediate and work that is uploaded on subsequent days will be viewed but may not receive the same feedback.

Please refer to relevant Key Stage for further information.

*\* In the event of a class closure during the school day, your child will be provided with a version of what was going to be taught that day in the classroom building on what has already been taught and learnt. This work will be completed long hand or online and uploaded using Class Dojo in order to receive feedback from the class teacher.*



## **EARLY YEARS – DUCKLINGS**

### **The class teacher and other members of staff will:**

- provide a daily video suggesting activities that your child can undertake across the course of the day: this might include taking a walk, playing a game, reading a book etc.
- and respond to queries and provide feedback on Class Dojo (please note that if the class teacher is attending school this will be done by an Early Years teaching assistant).

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### **As well as talking, reading and playing with your child, it is expected that parents will also:**

- maintain regular contact on Class Dojo to share any concerns and celebrate any achievements;
- do their best to undertake a suggested activity for that day and upload any videos or 'work'. Work posted after 5:00 may not receive a response until the following day
- and use this as an opportunity to continue to develop skills such as:  
dressing and undressing independently  
tidying up after themselves  
using a knife and fork  
talking clearly and courteously – pleases and thank yous  
and developing independent play such as role play, small worlds, construction etc.

## **EARLY YEARS – HEDGEHOGS AND SQUIRRELS**

### **The class teachers with the support of their teaching assistants will:**

- provide parents with at least two videos daily specifically to support areas of learning; each video will explain a specific activity to practise at home;
- provide parents with additional links, websites and documents to extend and enhance the learning;
- respond to queries on Class Dojo and provide feedback on uploaded work. Feedback will range from a like and a well done to specific questions to ascertain understanding. Staff may also give ideas for next steps (please note that if the class teacher is attending school, this will be done by the other class teacher or teaching assistant).
- and provide a combination of stories and poetry across the week.

### **As well as talking, reading and playing with your child, It is expected that parents will also:**

- maintain regular contact on Class Dojo to share any concerns and celebrate any achievements;
- support their child in accessing the activities for that day and upload any videos or 'work'. Work posted after 5:00 may not receive a response until the following day.
- and use this as an opportunity to continue to develop skills such as:  
dressing and undressing independently  
tidying up after themselves  
using a knife and fork  
talking clearly and courteously – pleases and thank yous  
and developing independent play such as role play, small worlds, construction etc.

## KEY STAGE 1

### The class teachers will:

- send out an overview of the week on Sunday evening to help support the parent or carer to plan their week;
- post videos across the week on Class Dojo to support English and maths in Year 1 and post daily teaching videos on Class Dojo to provide input and explanations for English and maths sessions in Year 2;
- post daily videos on Class Dojo to support topic work and other areas of the curriculum such as Personal Social and Emotional Education (PSHE) and Relationships and Sex Education (RSE) to support wellbeing;
- signpost to further learning links and educational resource providers\*;  
respond to any queries on Class Dojo and provide feedback on work throughout the school day. When a teacher is in class, responses are less likely to be immediate. Work posted after 5:00 may not receive a response until the following day
- and post an end of the day story.

### It is expected that parents and carers will:

- maintain regular contact to share any concerns and upload completed work at the end of each day if possible on Class Dojo;
- support their child, if required, in accessing the activities for that day and upload any videos or 'work' that have been completed;
- and ensure that they have heard their child read or that their child has read.

Where a child does not yet have access to the Internet, worksheets, reading books and appropriate resources will be provided including the loan of a laptop. The teacher and parent or carer will find a suitable time to see completed work and offer feedback.



\*Please see the end of this section for links to other resources.

## KEY STAGE 2

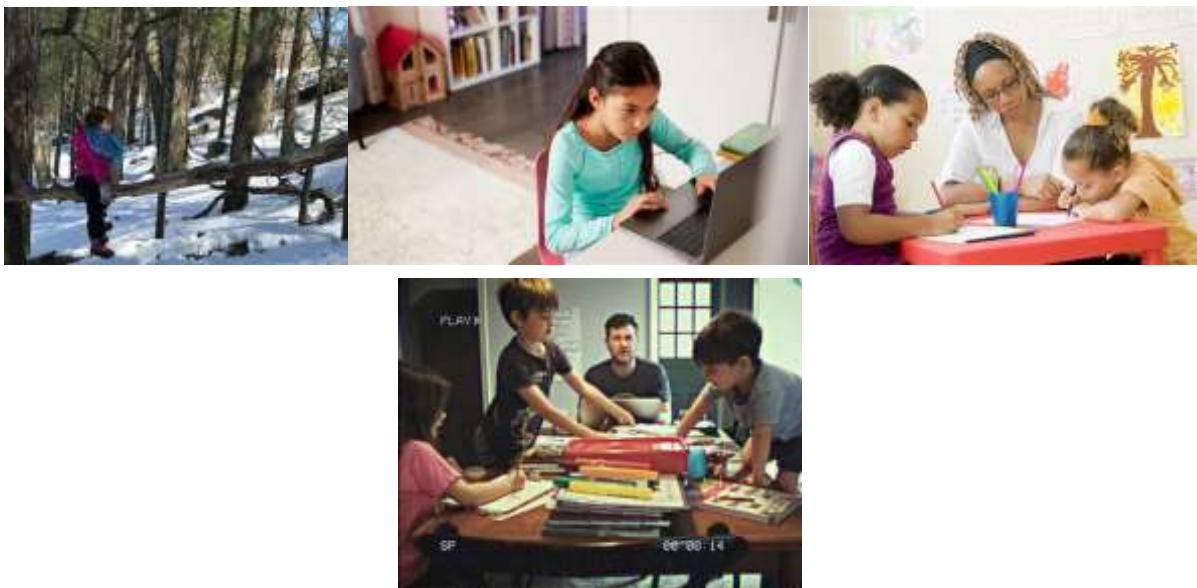
### The class teachers will:

- send out an overview of the week the weekend before to help support the parent/s or carer/s to plan their week;
- post daily teaching videos on Class Dojo to provide input and explanations for English and maths sessions;
- post daily videos on Class Dojo to support topic work and other areas of the curriculum such as Religious Education (RE), science, Physical Education (PE) and Personal Social and Emotional Education (PSHE) and Relationships and Sex Education (RSE) to support wellbeing;
- signpost to further learning links and educational resource providers\*;  
respond to any queries on Class Dojo and provide feedback on work throughout the school day. When a teacher is in class, responses are less likely to be immediate. Work posted after 5:00 may not receive a response until the following day;
- post a daily reading activity or other challenge
- and post an end of the day story.

### It is expected that parents and carers will:

- maintain regular contact to share any concerns and upload completed work at the end of each day if possible on Class Dojo;
- support their child, if required, in accessing the activities for that day and upload any videos or 'work' that have been completed
- and ensure that they have heard their child read or that their child has read.

Where a child does not yet have access to the Internet, worksheets, reading books and appropriate resources will be provided including the loan of a laptop. The teacher and parent or carer will find a suitable time to see completed work and offer feedback.



\*Please see the end of this section for links to other resources.

## OTHER LEARNING RESOURCES AVAILABLE TO SUPPLEMENT REMOTE PROVISION

In addition to the teaching and learning provision at West Witney Primary School and Nursery, it is also possible to access the following sites and broadcasts:

### BROADCASTS

From January 11<sup>th</sup> 2021, the BBC will be broadcasting curriculum content on televisions; TWINKL is also working with the BBC to produce free worksheet to accompany these broadcasts.

### WEBSITES and LINKS

**Please note that some links are trial versions only and that some sites may require a registration fee. Our advice is to use the free sites only.**

- <https://www.brainpop.com/> Animated videos on topics in maths, science and English (TRIAL ONLY)

### ENGLISH

- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- KS 1 Epic – Accessible via School LOGIN - Contact your child's class teacher
- <https://www.scholastic.com/teachers/teaching-tools/articles/resources/scholastic-learn-at-home--free-resources-for-school-closures.html> (20 days only)
- <https://www.bbc.co.uk/teach/supermovers>: English and maths KS1 and KS2

### MATHS

- <https://ttrockstars.com/> Accessible via School LOGIN - Contact your child's class teacher
- <https://www.topmarks.co.uk/maths-games/hit-the-button>

### COMPUTING

- **Tynker** - coding lessons
- <https://www.edutechpost.com/coding-for-children-with-scratch-junior/>

### HUMANITIES – GEOGRAPHY, HISTORY and RELIGIOUS EDUCATION

- <https://world-geography-games.com/>
- <https://www.bbc.co.uk/history/interactive/games/>

### FRENCH

- <https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>
- <http://www.crickweb.co.uk/ks2french.html>
- <http://www.french-games.net/frenchtopics>
- <http://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#an>

### ARTS

- <https://www.tate.org.uk/kids>
- <http://www.robiddulph.com/draw-with-rob>

### PHYSICAL EDUCATION (PE)

- <https://www.bbc.co.uk/programmes/b006mvsc> Boogie Beebies for Early Years

- <https://www.nhs.uk/10-minute-shake-up/shake-ups>
- <https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>
- <https://online.succeedin.co.uk/public/index/638>
- <https://www.nhs.uk/change4life/activities>
- <https://www.activekidsdobetter.co.uk/active-home>
- <https://www.gophersport.com/blog/top-7-at-home-activity-videos-on-pe-universe/>

## SECTION 3

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) PROVISION

At West Witney Primary School and Nursery, we recognise that some pupils, for example some pupils with special educational needs and disabilities, 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:

- through effective communication and contact with the parent/s and carer/s by the class teacher and SENDco to support pupils and their learning needs – this will include regular communication on Class Dojo with the class teacher, supplemented by a phone or video call from SENDco or a member of the Senior Leadership Team as arranged;
- by the provision of work based on the learning needs of the individual via Class Dojo;
- by the provision of concrete resources to support the specific learning needs of the individual
- and by the provision of individualised learning packs.

### PROCEDURES FOR POOR PUPIL ENGAGEMENT ACROSS THE SCHOOL

**It is expected that most parents and carers will maintain contact with their child's class teacher on a regular basis. In most cases, this will be through the daily uploads but in some cases, parents may arrange with their class teacher to upload work less frequently if that suits their routine better.**

If a child or parent does not engage persistently, that is no contact for five working days, the class teacher will contact the parent to find out why there has been no contact.

If there continues to be poor engagement, the Headteacher or Deputy Headteacher will be in touch to talk to the parent or carer and explore next steps to assist in the remote education of their child or children. If necessary packs will be provided and dropped off to those individuals.

In the case of vulnerable children, the Headteacher will also liaise with other services.



## **SECTION 4**

### **INDIVIDUALS WHO ARE POORLY, ISOLATING OR AWAITING TEST RESULTS**

#### **EARLY YEARS- DUCKLINGS**

**In the event of a child who is unable to attend school, the class teacher will:**

- contact the parent or carer to suggest activities that the child can undertake across the course of the day: this might include taking a walk, playing a game, reading a book etc.
- and respond to queries on Class Dojo.
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**As well as talking, reading and playing with your child, parents will also:**

- maintain regular contact on Class Dojo to share any concerns and celebrate any achievements;
- do their best to undertake a suggested activity for that day and upload any videos or 'work'.
- and use this as an opportunity to continue to develop skills such as:  
dressing and undressing independently  
tidying up after themselves  
using a knife and fork  
talking clearly and courteously – pleases and thank yous  
and developing independent play such as role play, small worlds, construction etc.

#### **RECEPTION – HEDGEHOG and SQUIRRELS**

**In the event of a child in Reception, who is unable to attend school, the class teacher will:**

- contact the parent or carer to suggest activities that the child can undertake across the course of the day;
- send a learning pack of activities and games to support different areas of learning
- respond to any queries using Class Dojo when possible
- and ask the parent or carer to read daily with their child (or provide online alternatives)

**It is expected that parents and carers will:**

- maintain contact with the class teacher via Class Dojo, upload any completed work and share any videos
- and read daily with their child

**In the event of a child in KS1 or KS2 who is unable to attend school, the class teacher will:**

- provide a suggested timetable to help support the parent or carer to establish a routine;
- send out an initial pack (to be printed at home or printed off if required) of English, maths and science worksheets for the first day closely linked to what is being taught in class;
- send home a version of English and maths plans including any links e.g. White Rose Maths and provide advice and feedback on what the individual should be doing each day using Class Dojo (where possible upload a video of teaching points that have been given in the classroom);
- send a home learning grid specifying what should be covered;
- respond to any queries using Class Dojo either that day if the work has been uploaded before 5:00p.m. or the following morning
- and expect the child to read daily and report back what they have read (where a child does not have a suitable book at home, the child will be given a link to a free e-book or video link).

**Pupil or parents/carers will:**

- maintain contact with the class teacher via Class Dojo and send back the completed work at the end of each day via Class Dojo
- and ensure that they have read with their child or heard their child read.

Where a child does not have access to the Internet, worksheets, reading books and appropriate resources will be provided. The teacher and parent or carer will find a suitable time to see completed work and offer feedback.

## SECTION 4

### SAFEGUARDING (SEE ALSO KEEPING CHILDREN SAFE IN EDUCATION 2020)

Keeping pupils and teachers safe during remote education is essential. Our teachers will use the same principles set out in our Staff Code of Conduct and Acceptable Use Policy.

Our Headteacher, Mrs Darby is our Safeguarding Lead with three deputy safeguarding leads: the Deputy Headteacher Mrs Sloan, the Key Stage 1 Lead, Miss Colucci and our SENco Mrs King.

### ONLINE SAFETY - PARENTS AND CARERS

This is an excellent opportunity to reinforce the importance of children staying safe online by checking that parental controls have been set according to age and internet filters to block malicious websites. It is important that parents monitor the sites that are being used and the interactions that are taking place between staff and pupils. Please refer to the following resources to keep your children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- and <https://www.unicef.org/coronavirus/keep-your-child-safe-online-at-home-covid-19>

