



Waterloo Primary Academy

REMOTE LEARNING at WATERLOO PRIMARY ACADEMY:

What education should my child receive when provision moves to remote learning?

This handy guide comprised of FAQs will explain what you should expect from Waterloo Primary Academy's online learning provision.

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?

In the first instance, pupils are typically sent home with workbooks (and equipment) to complete independently. Work will be in line with that already started in school so will be relevant.

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; English (including writing, phonics and guided reading), mathematics and our thematic curriculum (Learning Means The World) which covers the foundation subjects.
- ☺ The only adaptations to learning would be where some activities (possibly in art/DT or science) require subject-specific equipment which cannot be provided.

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 (live or pre-recorded lessons)
Key Stage 2	4 hours (3 hours of live teaching plus associated activities)

Accessing remote education

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

- ☺ At Waterloo Primary Academy, we use Microsoft Teams for children in Y1 to Year 6. Via Teams, the children are able to access live lessons, pre-recorded (by the school) content, collective worship and additional work provided by the teachers.
- ☺ Children in EYFS (YN & YR) will continue to use 'EvidenceMe' as the primary platform for accessing remote education.

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:

- ☺ Each family is contacted by telephone to discuss individual requirements (connectivity, devices, no. of children requiring online access etc.)
- ☺ In the first instance, paper materials are sent home so children don't miss any vital content. These will be posted out or taken home with the child if they are sent home during the school day.
- ☺ Where the family has no access to devices at all, they are prioritised to receive a device from school (a satellite-pro tablet), enabling them to access the sessions from home.
- ☺ Pupils with devices but no connectivity will be eligible for a 4G router or data increases which we will work with the parents on an individual basis to secure, dependent on network availability.
- ☺ A 30g (90 day) Vodafone data SIM can be issued to parents to act as a WiFi hot-spot/dongle

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- Ⓜ Live 3 hours of daily teaching (online lessons) for children Y2 to Y6
- Ⓜ Children in Y1 have a live 30min session to start the day. Following this session, the remaining content is pre-recorded by the teachers, allowing parents to start/stop the lessons when appropriate, to meet the needs of their child/ren, given the age of the children and (in general) their ability to concentrate for shorter periods of time.
- Ⓜ Children from Y1-Y6 are able to upload work to MS Teams to be marked by the teachers
- Ⓜ Children in EYFS have access to videos pre-recorded by their teachers which follow the Early Years Framework via the EvidenceMe app. Activities are short and allow children to carry them out at a pace appropriate to the individual. Parents are able to upload evidence of the children carrying out their activities to the teachers.
- Ⓜ Pre-recorded mathematics challenges/problems and multiplication tables activities are pre-recorded by the subject leader for mathematics and available to all year groups
- Ⓜ Pre-recorded PE lessons are provided for each year group to engage with, with challenges and exercises which are able to be easily completed at home without specific equipment/apparatus. These are taught by one of our school sports coaches (T Fry).
- Ⓜ Children who usually form part of an intervention pathway (Tue, Wed, Thu) will still have access to their intervention teacher (M Grayson) who will teach lessons via Teams.
- Ⓜ Some printed paper packs produced by teachers (e.g. workbooks, worksheets) are available in the first instance
- Ⓜ Reading books pupils have at home
- Ⓜ commercially available websites such as Oak National Academy / BBC Bitesize to support the teaching of specific subjects or areas, including video clips or sequences

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?

- Ⓜ The expectation is that children should access the lessons online at the time of their 'broadcast' or at a later point on that same day (live lessons are recorded so they remain accessible at a later point) so the children don't miss out on the intended flow of the programmes of study.
- Ⓜ We expect that all parents or carers will support our endeavours to provide online learning. In some circumstances, we would offer 1:1 support to children who find the idea of joining a remote class daunting.
- Ⓜ We expect that parents may be present, especially when supporting the younger children, but expect that they too will behave in a way which is appropriate.

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

- Ⓜ Teachers take a register daily of children who are present during the live lessons, but also at the end of each day, in case a child has logged on to engage at a later point in the day.
- Ⓜ As we would in school under normal circumstances, we would engage with parents where children cause a concern with a lack of engagement, this could be via telephone or video call.

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:

- Ⓜ Teachers will feed back verbally during a live lesson, offering praise or support
- Ⓜ Teachers will feed back via the 'chat' facility (Y1 – Y6) and in the usual ways through 'EvidenceMe' for children in EYFS.
- Ⓜ Pupils will receive feedback as and when it is appropriate. If work is being set to complete, this will then be marked and fed back on. If work is completed verbally then it will be given instantly. Other methods such as our existing LEF (learning evaluation form) for whole-class marking may be used, or interactive quizzes such as Kahoot! quizzes may also be used as an assessment tool.
- Ⓜ The level of feedback will be appropriate to the task.

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:

- Ⓜ The associate SENDCo will make contact with any child not attending school for whom an EHCP is written and will discuss the best way forward on an individual basis. A risk assessment for this child will be carried out.
- Ⓜ Children in receipt of speech therapy will continue to receive their session from the speech therapists via online platforms.

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 school is open to most pupils and not subject to a national lockdown, individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. This is provided by ensuring resources, plans and activities suitable for learning at home is uploaded.
- Ⓜ For these pupils, it will not be possible to engage in live lessons as during a full-scale lockdown. Children will have access to the same activities and materials as those in school.