



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 if 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?

Children will be able to access online learning on either Tapestry (for Nursery, Reception and Year 1), or through Google Classrooms (for Years 2-6) the day after they are asked to isolate.

If a class bubble has to isolate, all children will receive a phone call from their class teacher or a member of the leadership team during the first 48 hours of isolation. This is to check in on how they are accessing the learning as well as to check wellbeing of the family. The timetable of provision for the children will be the same as they would receive when in the school setting. The teachers will be monitoring and feeding back to the children throughout the day, as they will have minimal face to face learning to deliver.

If a class bubble has to isolate because a teacher tests positive, then the children will access the 'back up tasks' on their online platform for the first day of isolation, then a member of the senior leadership team will take on the online learning and make phone calls to parents until the class teacher is well enough to resume online learning.

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, some of the P.E., Music, Art and Design & Technology may need to be adapted if they are dependent on equipment that children may not have at home. Where this is the case, adaptations will be made but the subject area will still be taught.

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:

Primary aged pupils	3 hours a day minimum
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Children will need regular breaks as working at home will be very different to working as part of a large group of their peers in school.

Accessing remote education

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

Children who are in Nursery, Reception and Year 1 will access online learning through Tapestry. All parents have log in details to access these accounts.

Children in Years 2 to 6 will access online learning through google classrooms. All the children have an 'emoji password' that they have already been using in school. To access the online learning they must go to wonde.com/emoji, type in 'Willowbrook School' (ensuring to select Willowbrook in Exeter). Then select 'log in with emoji password' and use the password that the children have been using in school that they have taken home. They can then select 'Google Classroom' where all their learning will be shown in the stream.

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:

- We have a range of devices to lend out to children, arranged on a case by case basis.
- We have sim cards to give to families who need support with their data/ internet connection. We are also investigating if we can supply routers to families with no internet.
- If children cannot access any of the above, paper packs can be delivered as a last resort.
- Staff communicate with parents regularly to support with ICT issues, talking them through how to log in etc.

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:

- Recorded teaching (video/audio recordings made by teachers)
- A daily live check-in with the class teacher
- Slides with tasks for children to complete using google slides/ google docs
- Links to other websites and teaching materials such as White Rose Maths or Purple Mash for the Computing curriculum.
- Access to reading books via 'myon' which provides reading books that are the appropriate level for each individual child.
- Paper packs will be considered on an individual case by case basis depending on home circumstances.

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?

We expect all children to engage in each of the tasks for each curriculum area that is assigned to them on Tapestry/ Google Classrooms. Children accessing Tapestry are expected to interact with at least one post a day so that the teacher can see they are accessing the learning. Children who are accessing Google Classrooms are expected to 'turn in' their tasks once completed for the teacher to mark and return.

We expect parents to provide a supportive environment for the children to complete this learning, providing a simple routine for the children to follow each day.

We expect children and parents to communicate with their class teacher if they have any concerns via the year group email or via the comment sections on both Tapestry/ Google Classrooms.

We expect children to be able to speak to their class teacher at least once fortnightly (weekly where children are vulnerable) on the phone.

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

A register is taken by the class teacher daily to monitor the engagement of each child with their online learning. Where concerned, they will phone and/or email the parents of any children concerned. Where the engagement does still not increase, a member of the leadership team will make contact with the family and work with them to improve engagement. A member of the senior leadership team is allocated to each year group to monitor the daily registers.

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 be given in a variety of ways to the children:

- Written comments on their google docs saved on the Google Classroom stream, or comments on Tapestry posts.
- Whole class feedback given in slides in the following lessons, drawing out positives and areas to improve for the whole class.
- Wherever possible, quizzes are used which give the children an immediate score as feedback
- Staff, parents and children can communicate via the year group email account.
- Feedback can be given over the phone where necessary in the fortnightly phone calls.

Children can expect all their learning to be looked at by their class teacher every day and feedback will be given appropriately.

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 additional challenge this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- The senior leadership team make weekly phone calls to vulnerable families
- Any child with an EHCP has a risk assessment completed and they have all been encouraged to come in to school to access learning on site.
- Children with high needs have access to the Learning Hub
- Class teachers set differentiated learning where appropriate to meet the needs of all the children in their class.

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?

If an individual child is having to isolate, communication will be made with the parents to ensure they can access online learning. Teachers will have at least one interaction with these children online each day, with the awareness that they will be teaching the rest of the class face to face during the day. The children will be able to access 'back up tasks' on their online platform where a range of age appropriate tasks will be available.