



William Shrewsbury Primary School



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 at William Shrewsbury Primary School if local or national 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. This is to ensure that all the necessary planning has been put into place in order to provide an experience as close to face-face teaching as possible.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Whilst providing face-face teaching in school, teachers are also ensuring that the learning for that week is uploaded onto the school website (KS1) or Google Classroom (KS2). This allows any children who have to self-isolate instant access from home to the learning for that week. In the first day or two of pupils being sent home (individual or whole class) children may also be given a pack of resources to work on independently whilst the remote learning described below is set up.

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 broadly teach the same curriculum remotely as we do in school wherever possible and appropriate and children will be given a timetable (that closely resembles the one in school) for each day. However, we have needed to make some adaptations in some subjects, for example PE and art due to a potential lack of resources and space at home.

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:

KS1	3 hours per day
KS2	4 hours per day

Accessing remote education

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

In KS1, all remote education can be found on the school website. This is accessed via the 'Class Pages' section and then clicking on the year group that your child is in. You will then follow the school closure link which will take you to the learning for that day. Learning for the previous days is then archived to allow continued access. There is also a daily Zoom session and the link for these are emailed to parents via the office.

In KS2 we use Google Classroom. All the children have been trained in how to access this and work is uploaded each day and covers the timetable set for the week. Each year group in KS2 also delivers a daily Zoom session; the link for these is put onto the class/year group Google Classroom page.

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:

If you do not have a device in order to access online remote education then please contact the school via the office through phone call or email. We have a number of Chromebooks that we can lend to families for this purpose.

In some cases where online access is difficult, children may be given printed materials to support their learning at home. Please contact your child's class teacher via email if this is the case.

How will my child be taught remotely?

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

Every morning, the learning for the day will be uploaded (by 9am) to the relevant place (KS1 - school website, KS2 - Google Classroom). This will include the work for the day - Maths, Reading and Writing in the morning and a foundation subject in the afternoon.

In KS1, teachers upload the timetable for the day and use a combination of self-made videos using 'Loom' and other recorded teaching e.g. Oak National Academy lessons and White Rose maths. There is also a live Zoom session each day. Activities such as worksheets may also be uploaded where necessary.

In KS2, learning is uploaded to Google Classroom. Here, the children are given a timetable for the day/ week which indicates what is to be completed that day. This is also discussed in their daily Zoom session. A combination of live teaching (via this daily Zoom session) as well as recorded videos (made by the teachers via 'Loom' as well as Oak National Academy lessons, You Tube links and White Rose maths) and voice-over PowerPoints are also used. Alongside this there are worksheets and activities uploaded for the children to complete independently.

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 learning remotely should:

- Be contactable during the school day - this may be via phone call or via the online platform. The school day refers to the usual working day for the school.
- Complete work that is set by teachers to the best of their ability.
- Seek help if they need it, from teachers or teaching assistants, using the online platform or school mechanisms set up for communication purposes e.g. class email.
- Follow instructions provided by teachers and/or teaching assistants.
- Behave in an appropriate and respectful way at all times, meeting the behaviour expectations of the school.

• Parents with children learning remotely should:

- Keep the school well informed regarding the health and wellbeing of their child and inform the school immediately if their child is sick or otherwise can't complete work.
- Seek help from the school if this is needed using appropriate channels of communication, for example the online platform or email.
- Remind their children of appropriate and respectful behaviour when accessing the remote learning environment.
- Provide parental support and supervision by checking that their child is able to access the learning and contact the school if further support is required.
- Set clear routines for their child and support them with the organisation of their day.
- Provide a distraction free environment (e.g. free from mobile phones) during online teaching.
- Be respectful when making any concerns known to staff.

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

Teachers keep a daily register regarding children who are accessing remote education. This includes checking which children have attended the daily Zoom session as well as those who have handed in the work set (via Google Classroom or email). If engagement in remote education becomes a concern, teachers will email parents in the first instance. If no response or improvement in accessing the learning, teachers will make a phone call. If this does not resolve the situation then teachers will escalate this to their line manager. Finally, this will then be escalated further to the deputy headteacher or headteacher.

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

Feedback can take many forms and does not necessarily mean written comments for individual children. For example, whole-class feedback or quizzes marked together are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work follows the distance marking approach that we use in school:

Once pupils have completed their work, they have two options regarding how it can be shared. The first option is for them to submit it onto Google Classroom and the second option (and for children in KS1), there is a year group email address for them to send completed work to. This will then be picked up by their teacher.

Feedback is based on a distance marking model. Teachers do not write written comments for every piece of work individually. They look at all of the pieces of work that the children have produced and make notes on a separate piece of paper, looking for the main problems that the children are having and looking for children who have understood well. This involves looking at the work submitted and then giving general feedback to the class with areas to develop next. Teachers use this to amend their planning for the next day and to give verbal feedback to the children. In remote learning, feedback might be delivered in the zoom meeting or it might be given in written form to the whole group by email in KS1 or on Google Classroom in KS2. Teachers may also work 1:1 or in small groups with children who then need further explanation and children may need individual or small-group feedback if deemed necessary. Planning is also adapted the following day in order to ensure any misconceptions are solved.

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:

SEND provision (and children struggling to access the learning set):

The offer shown below applies to any children that are being taught remotely.

As stated in the government guidance:

'Where a class, group or small number of pupils need to self-isolate, or there is lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.'

Should there be a case for children to work from home, William Shrewsbury will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- Daily contact with children via Zoom, an email or a Telephone call, to ensure that pupil's outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set a mix of blended work (live or pre-recorded lessons and online work set on the school website or Google Classroom) and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans (PLPs).
- Class teachers can use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.
- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

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 any child is individually self-isolating, although remote education will differ from the above approaches, we still aim to ensure pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Each week, teachers will upload the learning for the week to the website (KS1) and Google Classroom (KS2). This ensures that any children who need to self-isolate can still access work and therefore follow the school timetable for that week. Teachers will then check a child's progress via email and the child will still be expected to send their work in via this platform. For whole bubbles that have to isolate on short notice, pupils will be sent home with a pack of work until the remote education described above is set up and ready to be delivered. This will take no more than 1-2 days.