

# WHITEHALL PARK SCHOOL – REMOTE EDUCATION PROVISION

## Summary information

Academic Year: 2021/ 2022

Total number of pupils: 368

Date for next internal review of this strategy: 07/22

At Whitehall Park School, we endeavour to provide our children with a high-quality curriculum during school closures. We will be continuing to utilise the online learning tools that children and families successfully engaged with during the Spring and Summer terms last year. There will be activities that children can access independently or, in the case of our younger pupils, can complete with parental support. We are able to provide hard copies where needed, practical resources, and electronic instructions, activities and guidance. Daily sessions of literacy and maths, alongside a range of practical and creative activities will continue. Reading remains a core priority across all year groups. Classes will have regular contact with their class teacher, teaching assistant and specialist teachers across the week. This includes phone calls, 'live' sessions via Zoom and interactions on Class Dojo. Members of SLT, our office managers and any other staff as necessary will also be in direct contact with families, and we strongly encourage all our parents and carers to keep in regular contact so that we can support and advise as necessary. Information set out here is intended to provide clarity and transparency to pupils and families about the provision, access arrangements and expectations for remote education.

## DELIVERY OF THE CURRICULUM DURING REMOTE EDUCATION

### INFORMATION FOR FAMILIES ON THE CONTENT, STYLE AND ACCESSIBILITY OF LESSONS

#### **How will my child be taught remotely?**

Pupils will be asked to attend a daily live registration session at the start of the day and a live circle time session at the end of the day.

Pupils will receive a daily timetable of subject specific tasks. The timetable will be of equivalent length to the school day and cover the same curriculum.

#### **What online tools or platforms will we be using?**

We will use Google Classroom, Zoom and Class Dojo. Each pupil has their account which allows them access to all the required platforms. Live lessons for each year group will take place on Zoom. The links for these online lessons are shared on Google Classroom or Class Dojo, in order to ensure that children are able to access them each day. Class news, school information and updates will continue to be sent to families by email, including links to supporting materials that may help structure and inform family support for learning at home.

#### **Will my child be taught the same curriculum as they would be in school?**

Recorded lessons will be available to deliver new content for maths and literacy. There will also be set tasks relating to subjects in the wider curriculum (science, R.E. history, geography etc). These will be created by the class teacher. Children will have daily English and mathematics tasks that are based on what they have learnt so far and some of the outcomes they are yet to cover. Where possible and practical, the curriculum will broadly remain the same as it would have been in school, with adaptations made where necessary and appropriate. For example, physical education lessons online may involve a greater focus on individual health and fitness, rather than team games or cooperative strategy

Teachers will set work based on the content of the videos and will mark work daily and pupils will receive individual marking and feedback to provide daily contact with the teacher.

Pupils are able to respond to the feedback and will also be able to send messages through class dojo (KS1) and google classroom (KS2). Teachers will be timetabled an hour each day to communicate with parents to resolve any issues. Children who have not returned their work, will be contacted by the class teacher at the end of the day.

Children will be able to organise their day according to their own circumstances depending on their access to IT resources and adult support. Tasks will need to be submitted within the timeframe allocated. The tasks will take a range of forms including written responses, online quizzes/assessments, educational games and videos.

Parents can contact the school [admin@whitehallparkschool.co.uk](mailto:admin@whitehallparkschool.co.uk) and support will be given to families having issues with the remote learning and the school safeguarding team will continue to deal with any child protection issues throughout.

A list has been collated of children who are unable to access the internet at home. If child is unable to access remote learning we will provide hard copies of the work or may be able to provide a device to access the work on, dependent on funding and demand.

Work will be differentiated and children with educational health care plans and additional needs will be set work that is accessible at their level.

### What timetable or structure will this take and how will this be communicated?

Please be assured that we are acutely aware that home learning impacts on the set up at home, and there are many challenges for families to navigate. Flexibility is built into every timetable to ensure children can access as much of their learning as is possible – and practical. Specific timetables and expectations for home learning will be communicated directly by class teachers and phase leaders in the event of partial or full closure. We ask that parents and carers remain in regular contact with their child's/children's class teacher/s throughout any period of isolation. We are always happy to advise on any aspect of the curriculum, or home learning structures generally.

Here is an example timetable for Key Stage 2:

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	Zoom Maths				
09:40	Independent learning to complete maths				
10:30	Zoom English				
11:10	Independent learning to complete English				

Before 12:00	Submit maths and English to Google Classroom				
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Complete tasks related to Topic	Complete tasks related to Topic	Complete tasks related to Topic	Complete tasks related to Topic	Complete tasks related to Topic
	Attend optional drop in sessions	Attend optional drop in sessions	Attend optional drop in sessions	Attend optional drop in sessions	Attend optional drop in sessions
	Attend optional small group sessions	Attend optional small group sessions	Attend optional small group sessions	Attend optional small group sessions	Attend optional small group sessions

## ROLES AND RESPONSIBILITIES

### GUIDANCE FOR FAMILIES ON THE EXPECTATIONS FOR REMOTE LEARNING, SUPPORT AND ASSESSMENT

#### Teachers

When providing remote learning in the event of a school closure or partial closure, teachers must be available between 8am and 3.45pm. See appendix 1 for schedule.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

#### Setting work –

- Class, year group and any additional year group as required.
- Children without internet access at home to be identified and provided with hard copies (weekly, to be collected at a designated time from the school office).
- Work to be differentiated and children with educational health care plans to receive work accessible at their level.
- Work to be set each day, as set out in the timetable for school closure.
- Work to be set weekly on Friday when the school is open.
- School closure:
  - Maths video, a literacy video and a science/history/geography video to be made each day.
  - Work to be sent to phase lead to check by 12pm the day before and uploaded by 3.45pm the day before on google classroom/class dojo
  - Planning for home learning should be coordinated with the parallel teacher.

#### Providing feedback on work -

- Teachers to provide individual daily feedback by 3.45pm on google classroom

#### **Keeping in touch with pupils who are not in school and their parents -**

- School closure: teachers to contact families fortnightly to check in and also to respond to those who have emailed queries to the admin address or parents of children who haven't handed in homework
- Take a daily register of children who have completed work and contact parents who haven't uploaded work each day by phone/email
- Share any complaints or concerns shared by parents and pupils or any safeguarding concerns, with SLT and phase leaders

#### **Attending virtual meetings with staff, parents and pupils -**

- Refer to the staff manual dress code expectations, these are the same as if you were in school
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, no family members).

## **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.45pm

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Attending virtual meetings with staff, parents and pupils
- Refer to the staff manual dress code expectations, these are the same as if you were in school
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Posting stories for children from their year groups to listen to
- Helping class teachers create resources/differentiate remote learning tasks for specific children
- Research other resources/apps for specific children
- Deliver small group/one to one reading sessions via google meet
- Posting individual assignments onto google classroom
- Daily calls to vulnerable/SEND children, if required

- Supporting vulnerable children who will attend school
- Accompanying home visits
- Helping to distribute food to vulnerable families.

## 2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Monitoring the effectiveness of remote learning in their phase – through checking work set each day, contacting parents, regular meetings with teachers and subject leaders, monitoring children who have handed in their work.

## 2.5 Pupils and parents

**Staff can expect pupils learning remotely to:**

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work.

**Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise and cannot complete work

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff.

## ENGAGEMENT AND FEEDBACK

### GUIDANCE FOR FAMILIES ON THE EXPECTATIONS FOR REMOTE LEARNING, SUPPORT AND ASSESSMENT

#### **What are the expectations for my child's engagement with home learning, and what support are parents expected to provide at home?**

All children are expected to join the daily zoom lessons and submit three pieces of work: maths, English and wider curriculum via Class dojo (Years R-2) and Google Classroom (Year 3-6). Reception and KS1 children will need support accessing the lessons and organising their work, including managing the processes of logging in and accessing Zoom appropriately. Children should then be able to complete the tasks independently. KS2 children should be able to complete all work set independently following their Zoom lesson.

EYFS – aim for two hours, however this can be flexible.

Key Stage 1 – aim for three hours per day

Key Stage 2 – aim for four hours per day

It is expected that all children access their online learning. Teachers keep weekly logs to monitor children who engage each day.

#### **How will you check if my child is engaging and how will I be informed if there are concerns?**

Our class teachers have high expectations, which are communicated to all parents and children, of behaviour during zoom lessons. Children who do not meet these expectations are warned during the lesson. If the child's behaviour does not change, they are asked to leave the lesson. Class teachers then communicate this with the senior leadership team who call the parents to discuss further. Children who are taking part in the lesson and answering questions are given positive praise. Class teachers are monitoring the work that is being submitted. Teachers contact parents via email or phone if the work submitted causes concerns.

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

The comments teachers leave will be positive and may sometimes also give children a feedback point to consider in their next piece of work. Occasionally, if needed, teachers may point children in the direction of some additional learning and additional thinking question.

Teachers will look at every piece of learning, however may not comment on every piece of learning. Some days, teachers can receive over 100 pieces of learning so it would be unachievable for them to comment on all learning. We provide the answers for maths so that children can mark their own learning; therefore, there may not always expect a comment on maths learning other than where children may have shown difficulties. Our priority is to keep children motivated and engaged, this is what we hope to achieve in our feedback on learning uploaded.

## ADDITIONAL SUPPORT FOR PUPILS

### INFORMATION FOR FAMILIES ON THE SUPPORT PROVIDED FOR ONLINE ACCESS, FOR SEND PUPILS, AND FOR YOUNGER CHILDREN.

#### **How will the school support my child if they do not have access to digital or online learning at home?**

If your child does not have access to a device that supports online learning, the school will aim to provide them with a loaned iPad or laptop. Device requests must be made in writing to the computing team at [computing@whitehallparkschool.org.uk](mailto:computing@whitehallparkschool.org.uk) and families will be required to sign a loan agreement. In exceptional circumstances, printed work will be available from the school office in order to support children in accessing tasks. For families who do not have access to the internet at home, the school will provide support in obtaining Wi-Fi services.

#### **How does the school work to support children with SEND, or who have additional needs at home?**

Children with Education, Health and Care Plans (EHCP's) will be offered a place to learn as part of the in-school provision during closure. If families choose not to take up this provision, then the school will provide bespoke activities for the child's learning at home, accompanied if appropriate by a bespoke timetable or selected interventions. Children's individual learning needs will be planned for teaching staff as they would be in school as far as possible, and class teachers or the school SENDCo will send families the appropriate resources to help support their children.

#### **What may be different regarding remote education for younger pupils in the Early Years Foundation Stage?**

As for all other year groups, the Reception teachers will upload the weekly timetable for learning, which include two zoom lessons. The live zoom lessons are between 15 minutes and 30 minutes long and focus on the prime areas of learning. Their timetable has a range of activities and learning opportunities for the children to undertake during the day linked to everyday situations in the home but that weave through the focus areas of phonics/reading and number/counting in a range of creative ways, to support children at home to engage meaningfully with the early years' framework. There will also be videoed or live story times throughout the week from a range a staff. Staff will continue to monitor every child's learning against the early years' framework expectations. Parents are encouraged to continue to upload relevant examples of learning at home to Tapestry in the same way they would normally. Contact can be made with the class teacher through Dojo messaging.

### REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

#### GUIDANCE FOR FAMILIES ON THE PROVISION FOR THEIR CHILD DURING PERIODS OF SELF-ISOLATION WHILE THE SCHOOL REMAINS OPEN

#### **If my child is self-isolating while the school is open, how will their education be delivered remotely?**

A designated member of staff is responsible for communicating with children who are self-isolating. This member of staff will make contact with the family on day one of isolation. Teacher's will upload work to Class Dojo or Google Classroom and feedback weekly. Where possible and appropriate this work will be in line with the learning that is taking place in the class, and will enable the child to access the in-school curriculum from home during isolation.