

The St. Bart's Academy Trust

Remote Education Provision



Academy:	Weston Infant and Junior Academies (The Weston Federation)
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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?

At Weston Infant and Junior Academies (The Weston Federation) we will endeavour to ensure that in key-stage 1 and 2, Maths, Literacy and topic work is set for each child in each year group on a daily basis. In the EYFS activities will be set covering all areas of development. This will be posted using our class dojo system and will contain links to recorded videos made by the teachers which can be watched over and over again to support each child's understanding. Activities set will then be linked to these modelled expositions. Any parent who is unable to access class dojo can make a request to the school that work is emailed from the school offices at each site. Arrangements can also be made to collect a paper copy from the school offices.

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 will endeavour to teach the same curriculum as we provide in school to meet age-related expectations. However, Maths and English will be taught daily with a focus on a Foundation Subject in the afternoon. We also post P.E. activities/challenged for the children to take part in. In the Early Years Foundation Stage and Year 1 children will receive daily phonics sessions. In Year 2 pupils will have access to recorded phonics sessions.

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 school-aged pupils	Following government guidance, the expectation is that Pupils in Year 1 and Year 2 (key stage 1) will receive an average of 3 hours of remote learning per day which will include live teaching of expositions, recorded videos of the teacher modelling activities and set activities for pupils to complete independently. The expectation for Years 3 – 6 (key stage 2) is an average of 4 hours per day as detailed above. Pupils in the Early Years Foundation Stage will follow the same format as pupils in key stage 1 and key stage 2 but there is no expectation that pupils will be expected to sit and carry out remote learning for 3 hours.
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Accessing remote education

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

Weston Infant and Junior Academies will provide links on class dojo to activities that can be completed using Purple Mash, My Maths, pre-recorded videos of the teachers modelling work. Work can be sent to the class teachers using class dojo. Teachers will also provide Teams links which will be posted on class dojo so that pupils can join live teaching sessions for the taught element of their learning. These will be up to 15 minutes in length. The long-term aim is that pupils will have their own individual Teams logins to access teaching and learning.

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:

The school does not have a supply of laptops or tablets at this time to provide to individual pupils but learning can be accessed using home devices, mobile phones and through the use of Playstation or Xbox platforms. Parents are encouraged to contact the school if they have any problems accessing the work and paper packs will be provided. Parents can also contact the school to return paper packs and these will be quarantined following the schools risk assessment (which can be found on the school website).

The schools have some Vodafone data SIM cards available and these will be issued on a first-come first-served basis for any families who cannot access the internet due to a data shortage. Families will also be contacted if they stated on the IT survey that was completed during the Autumn term 2020, that they are struggling to access data due to having no data.

The plan is to purchase ipads for both school sites using the government's 'catch-up' funding to support children in specific year groups with their remote learning. The eventual plan is that in the future every child in school will have access to their own ipad. This is a long-term goal and dependent on school finances.

How will my child be taught remotely?

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

Weston Infant and Junior Academies will be providing live teaching of expositions for Maths and English daily and sessions will be recorded so that pupils can watch these again and again to support their learning. The live teaching will take place using Teams and links will be posted on a weekly overview plan so that parents know at what time these will be taking place. Where live teaching is not taking place, teachers will record themselves teaching and modelling activities which again can be watched again and again to support learning and will be posted on a weekly overview plan. Activities set will be linked to the live or recorded expositions. Pupils are encouraged to send work back to the teachers again using class dojo or this can be emailed to the school offices and on Evidence Me for children in the EYFS. Any parent who does not active to online sessions can request paper copies of the work which can be collected from the school office and returned to the school office once completed. Foundation subjects will be set during the afternoons for pupils to complete. There will also be the opportunity for pupils to engage with a discussion session with their class teachers so that they can raise any concerns that they may have regarding the school work or relating to their own mental health and well-being. Parents can also access the 'National Oak Academy' and daily resources provided by the BBC to supplement their children's learning. The schools will also signpost parents to other resources by sending out weblinks with usernames/passwords for other educational resources for home use e.g. Accelerated Reader, Purple Mash, TT Rock Stars.

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?

Weston Infant and Junior Academies have the expectation that pupils will engage with the set learning on a daily basis and that completed work is returned to the school. We would encourage pupils to attend the live sessions daily. However, we appreciate that this may cause challenges for some parents who are working from home and, therefore, we ask that work is completed wherever possible. Where parents can follow the daily/weekly overview for learning then we feel that this is beneficial for helping your child to maintain some form of routine during these challenging times which will help to support their mental health.

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

Each day the teaching staff will record who is engaging with the learning that is set and parents of pupils who are not engaging will receive a class dojo message from the class teacher to ask why pupils are not attending and to offer support. Following this, the Vice Principal (Infants) and the Head of School (Juniors) will message parents to ask that pupils attend remote learning sessions. If pupils still do not attend/complete work then the Principal will telephone parents to see if support can be put into place to encourage pupils to engage.

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:

All teachers will assess work that is returned to them and will use this to identify next steps for learning. Messages may be posted on class dojo for individual pupils to support and encourage. Where Purple Mash or My Maths are used pupils may receive feedback from the programme that they are completing. Pupils accessing the Early Years Foundation Stage remote learning will be encouraged to download evidence onto the 'Evidence Me' database so that teachers can assess engagement and progress.

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:

Where pupils are identified by the school as having SEND the school SENCO will liaise with class teachers to ensure that work set is matched to the needs of the pupils. The school SENCO will also make welfare phone calls to parents and pupils so that she can check on the emotional health and well-being of the pupils who are not attending school or live sessions and to discuss engagement with work being set. The school SENCO will keep an overview of pupils that are engaging and will contact parents where pupils are not engaging to offer support and encouragement.

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?

Where possible the class teachers will provide live expositions/recorded expositions for pupils accessing their learning remotely from home and this will mirror what the pupils who are attending school are receiving. In normal circumstances where all children are attending school and only a few pupils are self-isolating the pupils will receive work set on class dojo to complete and may not received live/recorded sessions. However, the school will try to ensure that as many pupils receive access as possible.