

WEST HAM CHURCH 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 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?

- Children have pre-prepared work packs aligned to learning in school
- Children have logins to various online tools and digital platforms to use independently
- Key Stage 2 children will have immediate access to learning provided by their teachers through Google classroom

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 for Key Stage 1 and Key Stage 2
- In the EYFS, 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 areas of the EYFS curriculum. When planning learning activities, we take into account that parents do not have the same resources available as we have in school and do our best to accommodate this. For example, suggesting alternative items in the home that can be used to support children in their learning.

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Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The remote education provided is equivalent in length to the core teaching pupils would receive in school and includes both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

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 a day on average across the cohort
Key Stage 2	4 hours a day

Accessing remote education

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

We use a variety of online tools and digital platforms, for delivery or for assessment.

- All children have Google classroom
- All children have access to Letter Join, Education City and Big Cat E-books
- Key Stage 1 & 2 have access to Times Table Rockstars
- Key Stage 1 have access to Seesaw
- Upper Key Stage 2 have access to SATS Companion

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:

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- We are lending **chromebooks** to any child in Key Stage 2 who needs one (one per child including families who have more than one child)
- Where possible, we are lending **chromebooks** to children in Key Stage 1 although priority is given to children in Key Stage 2 (currently dependent on supply)
- We are lending **Kindle tablets** to any child in Key Stage 1 who needs one and then to children in EYFS (currently dependent upon supply)
- Pupils who are eligible for Free School Meals are given priority to enable them to have access to a device
- To help parents with internet or data, we are offering:
 - BT wi-fi vouchers (access dependent upon location to a BT hotspot)
 - Vodaphone SIMS for tablets and mobile phones
 - Dongles
- If needed, printed materials can be requested from school when parents do not have online access
- If pupils do not have online access, they can submit work to their teachers by dropping it off at the office where it will be quarantined for 48 hours before being reviewed by the class teacher
- Miss Holroyde, our Remote Learning Lead, and Mr. Forster, who is responsible for device allocation, oversee this provision and can be contacted through the office **0208 5343904** or email info@westham.newham.sch.uk

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- teacher-made resources uploaded onto Google classroom
- printed work packs (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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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?

- All children are expected to attend remote learning each day
- Parents should follow normal school procedure and contact the office to inform us if their child is absent e.g. due to sickness
- Each class has an online registration time both in the morning before whole school assembly and collective worship and after lunch
- We request that parents establish good routines:
 - Keep to strict age-appropriate bedtimes
 - Get children up in time to have breakfast, wash and get dressed for school before school starts
 - Refer to the class timetable on the school's website or the phase newspaper
 - Work with your child to recreate 'school at home'
- To maintain concentration and motivate children:
 - Plan learning activities together
 - Create a 'school' space – a quiet area
 - Use 'now' and 'next' cards
 - Use a 'target task' followed by a reward
- We ask parents to support their children as much as possible, but we also want to encourage children to be independent learners as they are in school
- Parents are encouraged to let us know if they have any concerns or issues about their child or remote learning. Good feedback helps us to tailor our teaching and learning to meet the children's needs

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

- Key Stage 1 and 2 have a daily online registration and we try to telephone parents immediately if their child is not present
- We also keep a record of engagement in sessions to monitor and track each child's participation
- The class teacher calls parents once a week (moving to every other week when engagement is consistently established) to check pupils' engagement with remote education and offer support
- Where appropriate, the class teacher or phase leader notifies our Learning Support Mentor and Family Worker, Designated Safeguarding Lead and Headteacher if there are concerns about a child's engagement with remote learning
- Where engagement is a concern, a member of the Safeguarding team contacts the family to address the issues affecting the lack of engagement.
- This may involve following the government guidance which says that vulnerable children, including *'Those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)* should attend school.

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. Our approach to feeding back on pupil work is as follows:

- We review children's work daily to inform the next day's teaching and learning to ensure a well-sequenced curriculum with meaningful and ambitious work each day. The next lesson includes feedback on prior learning with examples of work shared to learn what a good example looks like and how to learn from mistakes (mistakes are learning opportunities).
- We value the children's hardwork and show our appreciation through expressions of thanks and praise
- Once a week, pupils receive feedback on a key piece of work in the core curriculum subjects (English, maths and science). This will include praise for what the child has done well and direction on how to make progress (next steps). We use two stars and a wish throughout the school.
- Feedback on children's work in the Foundation subjects is given in the next session and through short comments on work to recognise achievement and enable the child to reflect and build upon their learning.
- In addition, quizzes and low-stakes tests are used for assessment.
- Some tests via digital platforms are also used to inform teacher assessment.

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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:

- We offer all our SEND children a place in school (following a robust individual risk assessment where appropriate)
- If parents choose to educate their child at home or are self-isolating, we endeavor to work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers
- Parents of pupils with SEND are provided with a fortnightly work pack which includes activities linked to the child's Individual Education Plan (IEP) targets and work aligned to classroom teaching and learning
- Work for SEND is tailored to meet their needs (extra scaffolding, simplified instructions, differentiation)
- Parents are given regular support overseen by the Inclusion & Diversity Lead, Mrs. Lord Attivor
- High Needs Funded (HNF) SEND children's parents and vulnerable families are contacted once a week by our Learning Mentor and Family Support Worker, Mrs. Nesbitt
- Teachers work 1:1 online/via telephone with HNF SEND pupils in their class and offer support to parents with teaching and learning once a week
- Wherever possible, online sessions with therapists and specialists will continue (e.g. Art Therapy)
- SEND children are invited to attend specific live-streamed phonics sessions taught by our Early Reading Lead, Miss Holroyde

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How you work with families to deliver remote education for younger pupils?

- Our Nursery is open for all children whose parents wish them to attend school
- We have rolled out the Easy Peasy app to Nursery parents to communicate with the school
- Every fortnight, all EYFS parents are provided with a comprehensive pack of work and resources aligned to the work in school
- We provide daily live-streamed, online sessions for phonics, taught by our Early Reading Lead, and storytelling (set at the same time each day)
- We also live-stream 'Wellbeing and Singing' sessions and a dance session each week
- We email an EYFS Phase news page once a week to keep parents informed about the teaching and learning across each area of learning in the EYFS curriculum. This includes:
 - ideas for activities,
 - this week's phonics sounds and tricky words,
 - links to programmes and online learning (e.g. through Oak Academy and the BBC)
 - and celebrations of children's achievements
- A member of our EYFS teaching team contacts children's parents at least once every other week to discuss and support remote learning

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?

- We are working in phase teams with teachers delivering face to face learning and remote learning either face to face or remotely themselves.
- We have teaching assistants working in school and online supporting pupils.
- Therefore, we are able to offer children who are self-isolating the same remote learning offer as above.
- Provision will be adapted if staff absence levels are affected (e.g. less live-streamed teaching and greater emphasis on videos) although we have good capacity within the current staffing structure.