THE WILLOWS PRIMARY SCHOOL

REMOTE LEARNING OFFER

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Signed :

Education is mandatory for all pupils of compulsory school age. Schools are required to provide high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

<u>Prioritising attendance</u>

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances.

Remote education should not be viewed as an equal alternative to attendance in school. We will consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Pupils absent from school and receiving remote education still need to be marked as absent in the register. Schools must continue to record pupil absence in the register in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and attendance guidance, using the most appropriate code.

Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

Circumstances where it might not be possible for pupils to receive in person education fit into 2 broad categories:

•	school closures where school access for pupils is restricted

•	individual cases where a pupil is unable to attend school but is able to learn

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include pupils:

- recovering from short- term infectious illnesses

- preparing for or recovering from some operations

- recovering from injuries where attendance might inhibit recovery

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

In these situations, schools should look to provide remote education equivalent in length to the core teaching pupils would receive in school, including recorded or live direct teaching, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for KS1, with less for younger children
- 4 hours a day for KS2

The remote curriculum:

Work provided during periods of remote education should aim to be high quality, meaningful, ambitious, and cover an appropriate range of subjects to enable pupils to keep on track with their education.

Remote learning for individual/small groups

Where an individual is remote learning at home, the school will provide paper based work packs. These include literacy, maths and wider curriculum activities and have been created to keep pace with the current curriculum objectives being taught in each year group.

Further high quality resources (as promoted by the DfE) will also be linked on the school website (www.thewillowsprimary.org)

Packs should be returned to school at the end of the remote learning period. The completed activities will be reviewed by the pupil's class teacher.

Remote learning during a wider school closure

Where a year group or the entire school is required to close, we will activate our online learning platform SeeSaw. (www.SeeSaw.me)

SeeSaw is a secure online learning platform used in many schools to support both the computing curriculum and, when required, remote learning. Pupils at The Willows already use SeeSaw as part of their ICT and computing curriculum in school and are familiar with how to upload and share learning with their class teachers.

Should remote learning via SeeSaw be required, pupils will be given their own individual details to securely access SeeSaw on a tablet or browser at home. This is through a home learning QR code/unique pin. Instructions on how to access SeeSaw via an Xbox or Playstation console will be available on our website, in the result of a local or national lockdown. https://www.thewillowsprimary.org

By default, pupil accounts will be set to private and they will not be able to see, comment or like each other's work and learning. If appropriate e.g. for group work, these settings will be altered by the class teacher or administrator and additional monitoring of uploads will then take place. Default settings will always be re-instated once the group work activity has been completed.

Each week pupils will be provided with an overview of the expected tasks they need to complete in English, Maths and the wider curriculum. One activity for each of these areas will be set every day and pupils will be expected to upload responses or photos of their learning to SeeSaw.

Where appropriate, videos and links may be used to signpost remote learning activities. Maths will continue to follow the White Rose Curriculum and we will use their online videos and resources as these closely match our day to day teaching in school. White Rose work books may be sent home with children to support their maths learning. We will supplement English and other curriculum learning areas with videos created by Oak National Academy. All of these online resources will be signposted on our school website in the result of a lockdown. https://www.thewillowsprimary.org

Timetabling and Accessibility

We understand that the home environment does not have the same facilities as school so we aim to provide remote learning tasks that are accessible for everyone. We carefully plan the use of online videos and inputs to ensure that large families or those with limited access to data and devices are not disadvantaged in any way.

Typically, in school children complete English (Reading, Writing and either phonics for EYFS/KS1 or Spelling for KS2) and Maths lessons in the morning and wider curriculum lessons in the afternoon.

For remote learning, we plan learning activities in KS1 (Year 1-2) that will take between 2 and 3 hours daily, including time taken to watch any planned video inputs online. It is likely younger children may need a small amount of adult support to access these.

Remote learning activities for children in KS2 (Year 3-6) should take between 3 and 4 hours, if completed correctly including the time taken to watch any accompanying instructional videos or inputs.

Children in the Early Years Foundation Stage are set work daily with a flexible approach to the amount of time required. Occasionally, pre-recorded videos with direct teaching in the EYFS are used to support our youngest children with their home learning.

Timings are flexible and if children are enjoying particular tasks, they may wish to spend longer on them.

All remote learning can be further supplemented by additional online learning activities, which will be referenced on the school website, in the event of a national or local lockdown.

Digital, Online and Computer Access at home

We recognise that some pupils may not have suitable online access at home. The school will make its best endeavours to provide access to laptops, devices and connectivity support for pupils where they would not otherwise have access. This will include
- Laptops
- Tablets
- Data SIM cards
- Data boosts for most mobile providers

Parents/carers of pupils borrowing a laptop or tablet must sign an Acceptable Use Agreement before a device is given for remote learning.

Feedback and assessing children's work and progress

Feedback can take many forms. SeeSaw provides the opportunity for feedback to be provided promptly online. It allows a dialogue to happen between the teacher and pupil/ parent and can be verbally recorded or written.

Teachers are able to give feedback on learning through 'likes' and commenting on children's work. Sometimes this will be an acknowledgement of learning and sometimes it will be a next step which the child will need to act upon. There will be a balance of feedback over time and it is not expected that every piece of remote learning receives written feedback from the teacher.

Expectations for engagement and the support that parents and carers should provide at home, in the event of future local or national school closures.

We expect:
- All parents to support their children to access SeeSaw and other resources as appropriate at home.
- Children to complete the tasks set at a suitable time during the day
- Children to upload completed work or evidence, at a suitable time during the day

Notifying parents of non-engagement

Class teachers monitor who is engaging with online learning and report any concerns they have to the Headteacher or Deputy. If there is a lack of engagement from a pupil, parents will be contacted by a member of the Senior Leadership team to provide support or advice as required.

Supporting pupils with additional needs

We recognise that 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:

• Teachers differentiate learning, for example within phonics and spelling groups to ensure that children get focused learning activities that are targeted at their specific areas of development.

• All of our online inputs and videos can be accessed at any time to enable parents to support their children's remote learning at a time suitable to them.

• Parents' of children with SEND can contact school for support through our office email should they wish to speak to someone about their child.