

The remote curriculum: what is taught to learners at home

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in subjects or areas of subjects where group work or team work is required or where a staff member would need to observe learners whilst participating to prevent injury. This has particularly affected subjects like PE, science, drama and music. We still follow these subjects but the focus has shifted from practical work and group participation to content and knowledge development.

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 learners broadly the following number of hours each day:

EYFS	1 hour (though the design of the flexible learning means this can be extended up to 3 hours easily where parents are able to do so)
Primary school-aged learners	3-4 hours a day depending on their age and key stage
Secondary school-aged learners not working towards formal qualifications this year	Up to 5 hours a day
Secondary school-aged learners working towards formal qualifications this year	At least 5 hours a day
Please note: this provision is in line with government guidance but is prepared to be as flexible as possible allowing all our learners to engage with it, no matter their prior attainment or ability to access a device or data.	

Accessing remote education

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

We will share our Flexible Learning Guides through SharePoint and Show My Homework. The links to access all the school's resources have been issued by letter. Please contact the school should you need the links or login in details sharing again. A parent guide to Flexible Learning can be found here: <https://www.loom.com/share/88b4c51d630e4e53920005f50fb7481c>

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 learners may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have devised provision that can be loaded on a phone if need be and kept our essential content to around 20 minutes per subject per day to try to limit the difficulties faced by learners with limited digital access.

In addition to this:

- We have a number of laptops available and devices that enable internet connection. We can issue or lend these where possible. Please contact Mrs Smith k.smith@woottonparkschool.org.uk
- Learners and/or parents can request printed materials if they do not have access to the internet or can request to attend school in person. Enquiries should be made to Mrs O'Toole at a.o'toole@woottonparkschool.org.uk

Please note, if a learner is working from home, without access, we recommend learners complete work on paper and drop off a weekly pack, with the subject and teacher clearly labelled on the work for marking. This work will then be marked and ready for collection the following week.

Primary phase contact: Mrs Smith k.smith@woottonparkschool.org.uk

Secondary phase contact: Ms Watts j.watts@woottonparkschool.org.uk

How will my child be taught remotely?

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

Our curriculum is delivered through Flexible Learning Guides (or FLGs) - these detail all the work learners should complete for each subject each week. Links to all the teaching videos and resources they need can be found on this guide. There is an element of compulsory content and a range of stretch activities offered to allow learners to cover the curriculum flexibly depending on their individual circumstances. For a video explaining how to access and navigate the FLGs: <https://www.loom.com/share/88b4c51d630e4e53920005f50fb7481c>

We supplement this teaching with:

- Live group tutorials and teaching- each subject will offer at least one live session a week in the secondary phase;
- Enrichment clubs- these are offered both as live experiences and as longer term projects;
- Wellbeing sessions- pre-recorded or one to one online support;
- Academic coaching- one to one online support; and
- Extended Projects- designed to extend learners independently in curriculum areas beyond what is taught in lesson for secondary phase learners.

Please note that we will also take our routine assessments online, with open book Learning Checks taking place every 6-12 weeks depending on the subject or phase.

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?

Our Flexible Learning Guides will set out the essential content that must be covered. Our minimum expectation is that all learners will attempt this element. They must prove they have completed it through the submission process indicated by the teacher.

We recognise that working from home whilst also trying to home school your child is incredibly difficult. As such the materials are designed so learners can follow them independently wherever possible.

If as a parent you are concerned that your child needs more support, please contact that staff below to set up additional school provision:

Primary phase: Mrs Smith k.smith@woottonparkschool.org.uk

Secondary phase: Mrs MacDonnell s.macdonnell@woottonparkschool.org.uk

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

As a school, we will monitor engagement and contact parents if there is a concern. The pastoral team will endeavor to call in the first instance. If they are unable to get through, an email will be sent. We will then liaise with home to establish what will work best for everyone.

The monitoring process has two levels to it:

We will monitor submissions and engagement daily, with individual teachers reviewing engagement in their classes.

We will then conduct a weekly engagement review, identifying learners who are struggling to engage and liaising with home to offer support to address issues.

If you are a parent and you are concerned about the level of engagement of your child in the learning or you need any help or support, please contact the school at your earliest convenience: info@woottonparkschool.org.uk

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 learner work is as follows:

Primary phase: in line with current school policy, work will be marked daily. Should learners want feedback, they need to submit the completed work via email to the teacher or via the Show My Homework/ Tapestry app. Teachers will respond to items submitted with feedback on 'What Went Well' and how work could be improved.

Secondary phase: in line with current school policy, learners will be informally assessed throughout the partial closure. They will be offered formal, detailed feedback on their work in each subject at least once every 4 sessions completed. This feedback will be offered in the form of a WWW (What Went Well) and an EBI (Even Better If). The EBI will be in the form of a question and learners will be encouraged to act on the EBI and resubmit their work. They will also be required to take part in formal assessments- open book Learning Check assessments- termly.

Additional support for learners 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 learners, for example some learners 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 have designed our provision across all phases in such a way that all learners should be able to access it at their own level, no matter what phase, age, stage or prior attainment level. Learners with SEND not attending school and struggling to engage with the FLGs, can request academic coaching from the Learning Development Team here: c.woodbridge@woottonparkschool.org.uk

Remote education for self-isolating learners

Where individual learners 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?

The curriculum in the form of PowerPoint resources, worksheets, recorded lessons and, where needed, FLGs will all be shared via SharePoint.

All formats of support available during a full lockdown can be accessed by individuals self-isolating. Please contact the following staff:

Primary phase: Mrs Smith k.smith@woottonparkschool.org.uk

Secondary phase: Mrs Steere j.steere@woottonparkschool.org.uk