

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Remote education provision - Summary Information for Parents

This document should be read in alongside the School's 'Online Learning Policy for Pupils and 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.

Colleagues responsible for the oversight of Remote Learning are: Assistant Headteacher, Ben Pearce and Deputy Headteacher, Jane Edwards.

The remote curriculum - what is taught to pupils when self-isolating 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.

Primary Phase:

- **Year R:** Activities will be available on Tapestry to focus on pupils' continuing education on phonics and numeracy in particular. Details of wider educational activities are included in Mrs. Woodall's weekly newsletter. Using Tapestry, class teachers will share cross-curricular activities including science and there will be opportunities for parents to share their child's learning at home.
- **Years 1 - 6:** Online learning will be available for all pupils who are self-isolating (authorised absence) via Microsoft Teams. Purple Mash will also be used, providing pupils with the opportunity to practise their skills and share their learning.

Secondary Phase – **Years 7 - 11:**

- All pupils who have authorised absence as a result of coronavirus will have immediate access to their daily lessons and tutor session via Microsoft Teams.
- In the case of practical subjects such as PE, Art and Technology, teachers will endeavor to provide an alternative activity.

- Pupils must all log in to Microsoft Teams and attend their tutor time and lessons virtually throughout the school day as they would if they were in school.

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 – with the main exception being practical subjects in which we may need to make some adaptations or, in the primary phase where pupils may not have access at home to activities such as group work.

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	<p>It is expected that pupils will spend 3 hours per day engaging in remote learning. This is approximately:</p> <p>Year R: half an hour for each of English, Maths and other foundation subjects.</p> <p>Years 1 - 6: 1 hour for each of English, Maths and other specified subject areas amounting to 3 hours per day for Key Stage 1 and 4 hours per day for KS2.</p> <p>Additional extension activities and optional home learning will also be provided.</p>
Secondary school-aged pupils	<p>All pupils are expected to engage with 25 hours of lessons per week according to their normal timetable and with the occasional exception of a practical subject. They are also required to remotely join their tutor session from 8.30 - 8.55 am every day as well as be available for contact by members of our pupil support team up until 3.10 pm each day. Pupils will also be required to complete the home learning activities set by the teacher.</p>

Accessing remote education:

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

Year R: Tapestry and, the weekly newsletter.

Years 1-6: Microsoft Teams; Purple Mash and the weekly newsletter.

Years 7-11: Full, online timetable using Microsoft Teams and their school email account.

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:

- Pupils who do not have access to a laptop/computer will be supported either by the temporary loan of a device or, with printed materials – or a blend of both. If your child does not have access to a device, please make your child's class teacher (Primary Phase)/Year Leader know and we will make our best
- Printed materials will be made available where possible and always in the case of a child whose access to remote education cannot be rectified (eg as a result of technical difficulties). Our team in school will liaise with parents/carers regarding the logistics of their delivery.
- Teachers will explain to individuals how they would like to receive work for assessment: in some cases this may be online or, pupils will be asked to bring their exercise books in to school for assessment when they return. This is to avoid the potential spread of virus through handling books/paper.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches used by our school:

- live teaching (online lessons) using Microsoft Teams (please also see our ‘Online Learning Policy for Pupils and Parents’) – secondary phase.
- recorded teaching – both phases.
- printed paper packs produced by teachers – both phases
- textbooks and reading books pupils have at home – both phases
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – both phases
- limited project work and/or research activities – both phases

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?

- Secondary phase pupils are expected to engage with their timetable during the day as they would if they were in school (from 8.30 am to 3.10 pm). They should access online learning using Microsoft Teams and their school email address.
- Primary phase pupils will have a blended approach led by the class teacher and to allow parents/carers some flexibility during the day. There will be “minimum” requirements, particularly with regards to Literacy and Numeracy, as well as additional learning opportunities, some of which will also be included in the weekly newsletter.
- In all cases, parents and carers are asked to support their child’s learning in order to minimise any lost-learning as a result of absence. We ask that all pupils ensure they check-in with their tutor (secondary phase) or class teacher (primary phase) on a daily basis in order to support well-being and to stay connected.

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

- Secondary Phase: Year Leaders/Assistant Year Leaders will monitor your child's engagement with remote learning. Class teachers will make them aware if your child is not attending remotely and we will contact you to provide support in overcoming any barriers. Class teachers will also monitor the written work submitted to Teams, and contact you if this work is not completed.
- Primary Phase: class teachers will monitor your child's learning and engagement, liaising closely with parents/carers where needed.
- Pupils with additional needs/EHCP: the school will make our best endeavours to provide support and adjustments with online learning, including contact online/by phone with a Teaching Assistant.

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:

In this section, please set out briefly:

- Live online “chat” in lessons either verbally or through written comments
- Marked assessments – either electronically or in hard copy (taking in to account health and safety requirements)
- Assessment for learning activities within lessons eg question and answer sessions
- Pupils are encouraged to maintain virtual contact with peers in their class in order to support their ongoing learning as would normally be the case if they were in school.
- Work can be emailed directly to teachers or in the Primary Phase, uploaded to Purple Mash/Tapestry from which feedback will be given upon which pupils can act.

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:

- Pupils with additional needs/EHCP: the school will make our best endeavours to provide support and adjustments with online learning, including contact online/by phone with a Teaching Assistant. We will liaise with adults at home to identify the level and type of support necessary.
- We will also support parents with liaison with external agencies (such as Speech and Language therapists) where this forms part of their EHCP or Additional Needs support.
- Pupils usually supported with social or emotional needs may also be contacted by a member of the pupil support team.

Please note: this document sets out our framework for remote learning; there may be times that owing to staff illness, that adjustments will need to be made however, we will always use our best endeavors to minimise disruption to learning.