



Windmill L.E.A.D. Academy  
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Remote Learning Provision Plan  
2020 - 2021

## **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?**

In the event of a lockdown where schools are given advance notice, all pupils will be sent home with a work pack, several workbooks and logins for our remote learning platform called Seesaw. If the lockdown is not known these will all be available for collection on day one of the lockdown and logins will be texted to parents/carers.

The work packs are bespoke to each year group. They contain a range of work covering English, Maths and foundation work linked to the year group focus.

The work books are year specific, for Years 1 to 6, covering Reading, GPVS and Maths.

EYFS children will get a work pack that includes a range of material and activities that are age appropriate (to include: Letter join, KeepMe Boxes and a home pack: (name card, w/b pen, w/b, numberline, RWI grapheme sheet and red words).

## **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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. The school will continue to follow our adapted recovery curriculum medium term planning. This means that the vast majority of what would be delivered in school will continue to be delivered – with the change being how and where the delivery takes place. Changes are inevitable, for example, Physical Education will be entirely different. PE will consist of challenges and activities set by our PE teacher Mr Rose and links to online provision.

## **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	Three sessions of 45 minutes in length with teacher input.
Key Stage One:	In addition to this two daily independent teacher directed activities for all learners  One 45 minute session for identified key learners with teacher input  Daily 15 minute phonics provision using the RWI YouTube clips as part of the presentation.
Year 3 and 4:	Four sessions of 45 minutes in length with teacher input

<p>Year 5 and 6:</p>	<p>One 45 minute session for identified key learners with teacher input.</p> <p>In addition to this at least one daily independent teacher directed activity for all learners</p> <p>Four sessions of at least 50 minutes in length with teacher input</p> <p>One 50 minute session for identified key learners with teacher input</p> <p>In addition to this at least one daily independent teacher directed activity for all learners</p>
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## Accessing remote education

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

Children working both from home and those onsite via key worker and vulnerable provision will be able to access their provision via a range of devices.

We use Seesaw to host the provision and to provide a safe online portal for pupils to access and interact with their work and get feedback from staff on their learning. We also use Microsoft Teams for the 'live' elements of our teaching. Children are given a specific time to log into these sessions.

Laptops and computers: these are the principle way to access our provision. However the school has also distributed information to parents on using X Box and PlayStation devices. Pupils can access Seesaw using either their normal controller or by using a keyboard that is linked to the console. The tablets and smart phones can also provide access to our platforms. Tablets are more suited than smart phones generally giving a bigger screen and easier to type and use to respond.

## **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:

- We have created a database of parent and pupil needs to enable us to respond systematically to the requirements of our community in the event of another lockdown
- We have a significant number of laptops and keyboards that we loan out to pupils to enable them to access their learning
- In addition to this we have dongles that can provide internet access where this does not exist
- We also have sim cards to share for those that do not have enough data but have access to the internet
- Pupils who still are unable to access this provision can access printed materials. This material includes the initial offer of year specific CGP books for English, GPVS and Maths and a year group specific work pack. This will later be supplemented by further work packs on paper for these pupils.
- Pupils will be able to return this work to their teachers if they do not have online access via the school office. Teachers will ring these children every week to offer them feedback on their work.

## **How will my child be taught remotely?**

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

Some examples of remote teaching approaches used at Windmill:

- Live teaching (online lessons)
- Recorded Teaching: these will be mostly video (and some audio) recordings made by teachers for their classes. It will be supplemented by some use of the Oak National Academy lessons – but only where these complement the Windmill LEAD Academy Recovery Curriculum
- Printed paper packs produced by teachers – Year group specific workbooks & worksheets in a work pack. KS1 have a combination of work packs and remote learning on Seesaw.
- CGP English, GPVS and Maths textbooks (and reading books pupils have at home)
- Children will retain access to a range of commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include paid for access sites such as Timetables Rockstars and Mathletics as well as provided links to appropriate websites and online clips provided by teachers.
- 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)

## **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?**

- The expectations for pupils' engagement with remote education is that all pupils will engage with their provision in an age appropriate manner every day with a minimum of three hours in Key Stage One and four hours in Key Stage Two.
- EYFS children are to engage with their activities, role play suggestions and use the materials provided in their packs. We ask parents and carers to support with this for those children not accessing learning onsite (all nursery children can attend). Reception children also have on line provision.
- Children will continue to need to read to, with or be read to by parents and carers at least three times a week.
- Parental support will be needed to help children complete their routines and to support your child's education with ensuring that they complete their activities set by their teachers.
- Ensure they have a space and time to complete their PE challenges and/or to complete the Joe Wicks sessions

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

- The school maintains a daily register of engagement for all children, this is analysed weekly and forms the school's evidence of which families may be in need of more support with engaging their children in school work.
- In most cases children will get feedback daily on their learning. In all cases school will check pupils' engagement with remote education each week.
- Some feedback will be live/verbal and some written. There will also be some feedback during the welfare phone calls where appropriate.
- Where engagement is a concern the first action will be the weekly phone call. Where required a second call will be made by the teacher or TA. These calls will be made to parents and then the child will be spoken to in their presence.
- Parents will be informed of any concerns during these phone calls.
- Parents receive phone calls from teaching staff to support them with home learning, for example for EYFS and Reception children this will consist of balancing on line learning and practical activities.

## **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:

- The methods that will be used to assess and feedback on pupils' work will vary.
- All pupils will get feedback on their work every week. This may be live feedback that is typed or spoken or follow up feedback that is spoken or typed after they have completed work.
- This feedback will either be via seesaw or via their weekly phone call.
- Pupils will receive feedback on their work weekly in all cases but also often daily and within more than one session in the majority of cases.
- Children who are completing work packs will be able to bring those in to be marked and/or the teacher will have a phone call to discuss their work every week.

## **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:

- Children with SEND will have differentiated provision.
- Work packs will be different where appropriate.
- Remote sessions are also tailored for key children that need additional learning support.



## 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?**

Any pupil self-isolating during lockdown will receive the same provision as other pupils

Pupils self-isolating whilst school is open will be given age appropriate provision during the period of isolation that will consist of one or more elements of the following:

Year group specific work books (CGP English, GPVS and Maths)

Access to the provision on Seesaw online (completing the activities posted)

Access to paid resources online, e.g. Timestables Rockstars, Mathletics

Paper work packs – year group specific produced by teaching staff

At least weekly welfare and feedback phone calls from the teacher or TA.

Please note: where appropriate support with access may be provided via provision of a laptop, a dongle and/or a sim with additional data.

In some exceptional circumstances delivery of the material may also be provided.