

# **Westley Middle 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?**

Pupils have all been set up in Google Classroom in school, so on day one, pupils will receive communication about their learning. This will include

- A daily Google Meet registration with their form teacher
- A live lesson or link to Oak National Academy lesson for at least English and Maths

## **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, there is only PE session and we encourage the pupils to be taking part in some physical activity every day.

## **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:

Key Stage 2	5 hours
Key Stage 3	5 hours

This is broken down into 4, 75 minute lessons. We also ask pupils to do physical activity and reading.

## **Accessing remote education**

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

Each morning, after the Google Meet registration, pupils are sent a Google Classroom daily document. This document is laid out by lesson and teachers have included links, recorded videos and worksheets for pupils to complete. Work is then attached and handed in each day.

### **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:

- If children do not have adequate IT devices to access remote learning, school is able to lend them laptops or tablets. Parents can request the loan of a device by emailing [westley@buryedu.org](mailto:westley@buryedu.org).
- Where the use of a device is not possible, e.g. there is no internet access, or where working online does not suit the learning needs of a pupil, printed materials can be provided. Parents can request this by emailing the school office [westley@buryedu.org](mailto:westley@buryedu.org). Teachers working remotely with pupils can also assess how pupils are coping and can suggest that working on paper would be more suitable for individual pupils.
- A weekly pack of printed lesson materials can be collected each Friday and completed work can be handed in the subsequent week. Feedback will be given.

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

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

Google Meet registrations are currently the only live element to the remote learning provision on offer at Westley, other than a live PE lesson each Wednesday morning

Our remote teaching approaches focuses on structured lessons that combine pre-recorded teaching from our staff, that include individual successes and addresses general issues from previous learning, followed by information, tasks and questions that pupils are expected to complete. Part of the teaching may use Oak National Academy lessons and there are a range of documents, slides and tasks for pupils to work through.

In computing, pupils work through the National Centre for Computing Education curriculum.

In DT pupils are set an on-going project, building their designs or recipes.

In PE, other than the live PE lessons each week, pupils are expected to record daily activity of 15mins.

## **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 pupils are expected to engage with learning. They are given guidance and regular updates (e.g. recorded assemblies) as to what the expectations are and staff will contact pupils and parents when there is less engagement than expected.
- Parents are sent communication regarding online learning through Parentmail. The expectations are listed clearly, along with safeguarding guidance for the live sessions.
- Pupils are expected to continue the school routine where possible, following the lessons times and breaks.

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

In this section, please set out briefly:

- Pupils hand their work in daily through Google Classroom. Teachers are allocated to mark this work the next day, where possible,
- If a pupil does not engage for 3 consecutive days or intermittently, the teacher or school office will make parental contact.
- If this continues, a member of the Senior Leadership Team will follow this up and if necessary, outside agencies contacted

### **How will you assess my child's work and progress?**

- Once the pupil has handed in their day's work, a teacher will read through it and comment on each lesson, gauging their engagement.
- This feedback will be completed the next working day, in most cases.

## **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:

In this section, please set out briefly:

- Where possible pupils with SEND needs are invited into school to work with the Learning Support Team
- Where this is not possible, the SENDCO, Mrs Chohan-Jones, will have regular contact with pupils with special needs and communicate with parents to adapt work and learning routines to suit the needs of the pupils, e.g. focus on English and Maths
- Learning Support Assistants are allocated to work with SEND pupils, to deliver live learning support through Google Meet and support parents where needed.

## **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?**

Where school are notified that a pupil is isolating, the pupil will be emailed work. This will mostly be links to Oak National Academy and Linguascope. The pupils are instructed to email their work back to school for feedback.