



Windsor Park CE Middle School

Learning for Life

"Teach me good judgement and knowledge"

Psalm 119:66

Remote Education Provision: information for parents

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Respect ○ *Resilience* ○ *Responsibility*

OUR VISION

Learning for Life

“Teach me good judgement and knowledge”

Psalms 119:66

As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.

OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is Learning for Life: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

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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?

Students have immediate access to TT Rockstars, Accelerated Reader and reading books. Passwords and usernames, where needed, are printed in planners. We would expect that students will engage with these resources in the first instance. Where possible, however, staff will begin to use TEAMS to set work for students from 24 hours after being notified of the need for remote learning.

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, when needed, adaptations are made in some subjects. This will be especially pertinent to practical subjects. For example, Design and Technology lessons will, by necessity, take a 'desktop' form and focus on the design process and simple modelling, as students are unlikely to have access to specialist equipment at home. PE lessons will focus on fitness and health for the same reasons.

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	4 hours as a minimum
Secondary school-aged pupils not working towards formal qualifications this year	5 hours as a minimum.

Please contact the subject teachers where work is being completed very quickly or is taking a long time for students to complete. This will help staff to feedback to students, ensuring that they are providing sufficient detail in their responses, or by offering more support where needed.

ACCESSING REMOTE EDUCATION

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

All work will be set using Microsoft TEAMS. All students have been registered for this and trained in school on its use. Help guides have been sent home too. Please contact the school office if you require any assistance with TEAMS.

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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 will endeavour to provide devices and internet connections to students working remotely who do not currently have access at home.

Parents should inform the school office if they do not have a device at home that their child can use Teams on and notify us if there is any change in their circumstances.

We ask that parents contact the school office if their child needs to isolate. The office will provide further help and guidance at this point.

Where students require printed resources, these will be delivered to the address held by school in a Covid-safe and timely manner. Parents should liaise with school on how the work can be submitted and feedback given by staff. We acknowledge that personal circumstances may vary greatly and are committed to working with our school community to explore solutions that work best for them.

How will my child be taught remotely?

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

- Recorded / live teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- texts and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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?

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We expect all pupils to engage with remote education. Where personal circumstances affect this, we ask that parents contact the school to discuss their options and the support available.

We expect parents to support students working remotely by:

- Aiding students in accessing TEAMS
- Providing a suitable space for students to work
- Discussing the work set
- Encouraging students to make contact with teachers where they need support and engaging with the feedback given by staff
- Checking that students are working through tasks in a timely manner

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

Staff will set deadlines for work to be completed by using TEAMS. If work is not completed, they will contact students in the first instance. Where work remains not completed, staff will contact parents.

Therefore, if your personal circumstances prevent students from completing work, please inform the school so that we can work with you and offer support.

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 quantity and timing of feedback will depend on the task assigned. Feedback may take the following forms:

- Some tasks may receive acknowledgment of completion
- A numerical mark e.g. 7/10
- A written comment responding to the work
- Verbally recorded feedback
- Feedback that is encompassed in the next lesson provided to students (either remotely or in person)
- A follow up task to consolidate learning or provide extra challenge

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 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:

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Work for students with particular needs will be set in the same way (TEAMS) as for the whole school. Staff are well trained in supporting students with a variety of needs and work set will reflect students' individual abilities.

Where we are aware of families with particular needs, we will make regular contact to ensure that students can access and complete the tasks assigned.

However, should students or parents require further support or guidance, they should contact the school office or our school SENCO.

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?

The approach in these circumstances will be the same as detailed above wherever possible. There may, however, be occasions where work is uploaded to TEAMS after the timetabled lesson in order for staff to film the lesson in school to aid remote learning.