



## Westgate Primary School

### Remote Learning Provision January 2021

Government Guidance	Our Remote Learning Provision
Who is the named senior leader with overarching responsibility for delivery and quality assurance of remote education?	Helen Carpenter (head teacher)
What are the safeguarding expectations and guidance for pupils and parents so that children are as safe as possible when learning online?	<ul style="list-style-type: none"> <li>Westgate Primary School has adopted the Local Authority Covid-19 Safeguarding and child protection policy addendum (see COVID-19 Information section of the school website).</li> <li>Additional consent has been sought for parents of pupils attending a remote small group or 1:1 session.</li> <li>All online learning is subject to the school's Acceptable Use of It Policy &amp; Agreement.</li> </ul>
How does the school ensure consistency of remote learning?	<ul style="list-style-type: none"> <li>All teachers/ classes use Microsoft Teams for 'live' sessions and to set tasks.</li> <li>A learning overview is uploaded fortnightly to Teams and then daily class meetings review recent learning and explain the set daily tasks.</li> <li>Each pupil also has a resource pack of hard copy resources that support the online learning.</li> <li>Nursery and Reception classes use Tapestry for teachers and parents to upload and provide feedback about completed learning tasks.</li> <li>Peripatetic music lessons take place using Zoom with individual ID and passcodes.</li> </ul>
How does the school tackle barriers to digital access?	<ul style="list-style-type: none"> <li>All families were invited to indicate their technology needs via an electronic form at the start and end of January 2021.</li> <li>Westgate has provided DfE or school laptops to all families who have identified that their child (Rec- Y6) has shared or no access to technology. Parents have completed a loan agreement for each device borrowed.</li> <li>Vodafone data-only SIM cards have been provided to a small number of families with connection issues/ no home broadband.</li> <li>All class teachers provide a fortnightly overview to help parents structure each week/ day.</li> <li>Printed work packs are provided for all pupils to complement online learning.</li> <li>The school is providing on-site education for a significant number of vulnerable pupils. Vulnerable pupils' attendance at school has been prioritised above all other pupils.</li> <li>A small number of children with SEND receive additional support when not in school.</li> <li>Differentiated tasks are provided when needed for children not working within age-related expectations.</li> </ul>

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How much remote learning does the school provide each day?	<ul style="list-style-type: none"> <li>Westgate provides 3 hours of learning every day for Early Years Foundation Stage and Key Stage 1, and 4 hours of learning of learning for Key Stage 2.</li> <li>Remote learning consists of: <ul style="list-style-type: none"> <li>Daily tasks such as reading; spelling &amp; handwriting practice; Numbots (Reception/ Y1) or Times Table Rockstars (Y2- Y6)</li> <li>Daily recorded lessons in English/ phonics and mathematics (Oak National Academy, White Rose Maths or class teacher-created) and associated tasks</li> <li>Once or twice weekly recorded lessons in foundation subjects (Oak National Academy or class teacher-created)</li> <li>Weekly tasks in Music, Spanish</li> <li>Other practical tasks, including physical activity, PSHE</li> </ul> </li> <li>Guidance is given as to how much time children should spend on each lesson (a maximum of an hour is suggested, but this can depend on the child's age or additional needs).</li> </ul>
How is the remote curriculum planned and sequenced?	<ul style="list-style-type: none"> <li>Westgate pupils are broadly following the curriculum as previously planned for the Spring term 2021.</li> <li>Some units have been substituted to ensure they can practically be followed remotely, or to provide the opportunity for consolidation and practice.</li> </ul>
How is each subject planned to support pupil progress?	<ul style="list-style-type: none"> <li>Teachers base their planning on their knowledge of children's attainment and the expectation for their year group, with regard to our carefully-sequenced long term plans wherever possible, and to the national curriculum.</li> </ul>
How is new content delivered?	<ul style="list-style-type: none"> <li>Lessons are pre-recorded (see above).</li> <li>Morning class meetings include discussion and explanation of the learning for the day ahead.</li> </ul>
How does the school ensure that work is meaningful and ambitious?	<ul style="list-style-type: none"> <li>In EYFS, meaningful learning tasks are set daily with a focus on phonics, writing and maths. In reception, this includes a daily pre-recorded phonics lesson and a daily pre-recorded mathematics lesson, both created by the class teachers.</li> <li>In KS1 and KS2, meaningful learning tasks are set in all subjects following the curriculum plan. There is a daily English and maths lesson for all classes.</li> <li>'Challenge' tasks are identified for pupils and parents.</li> </ul>
How does the school meet the needs of SEND pupils?	<ul style="list-style-type: none"> <li>Those with greatest need who are deemed to be vulnerable have been encouraged to attend school.</li> <li>Class teachers are monitoring SEND pupil engagement and providing additional support and resources as necessary.</li> <li>Some 1:1 interventions are continuing face-to-face and remotely. Remote support occurs by prior arrangement and with the written consent of Helen Carpenter (head teacher) and parents.</li> <li>Dynamo maths and Nessy interventions continue to be accessed remotely when children are not in school.</li> <li>The SENCo, lead autism practitioner and learning mentor are all actively engaged with the families of children with SEND to support them during Lockdown.</li> </ul>

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How does the school provide opportunity for interactivity?	<ul style="list-style-type: none"> <li>• Pupils have an opportunity to interact with class teachers through the twice daily class meetings on Teams.</li> <li>• A small number of pupils have additional opportunities to interact through 1:1 intervention.</li> <li>• Teachers encourage children to participate through individual questioning and verbal responses, as well as the chat facility in meetings.</li> <li>• All teachers use frequent verbal praise and may use the school house point system to reward pupils for participation and effort.</li> </ul>
How does the school provide opportunity to practice and apply new knowledge?	<ul style="list-style-type: none"> <li>• Westgate provides these opportunities through the tasks set by teachers.</li> <li>• Some work is uploaded, and some is completed in pupils' remote learning exercise book or worksheets.</li> </ul>
How does the school ensure there is engagement with remote learning and tackle any concerns	<ul style="list-style-type: none"> <li>• Class teachers keep a register of who attends their class meetings on Teams and discuss with the learning mentor or head teacher if a pupil's attendance is a concern.</li> <li>• Class teachers or the learning mentor contact parents directly if pupils are not completing work and provide support as required. If there is no change, class teachers inform the learning mentor/ autism lead practitioner/ SENCo/ head teacher as appropriate.</li> <li>• Class teachers will respond to urgent parent emails regarding remote learning every day until 4pm.</li> </ul>
How does the school use assessment to monitor pupils learning?	<ul style="list-style-type: none"> <li>• In EYFS, teachers and key workers use evidence uploaded by parents/ carers to Tapestry to monitor learning.</li> <li>• In KS1 and KS2, class teachers use quizzes, verbal questioning, feedback and marking of work to monitor progress and inform next steps in teaching.</li> <li>• If critical gaps in knowledge are identified, planning will be adapted.</li> </ul>
How does the school provide feedback?	<ul style="list-style-type: none"> <li>• Verbal feedback is provided daily.</li> <li>• Feedback will reflect pupil achievement and progress against the learning objective and/ or expectations for their age.</li> <li>• Parents are asked to email teachers regularly with a short summary of their child's learning and what they have managed to complete.</li> <li>• Work completed at home should be retained and brought into school when all pupils return. Class teachers will look at the work but will not provide feedback retrospectively.</li> </ul>