



The Winterton Federation Remote Learning Offer



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Name of responsible Committee/individual:	Keeping Safe and Well Committee
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Related documents: All federation policies referred to are available on the federation website: https://thewintertonfederation.co.uk If English is not your first language, and you require assistance/translation, please contact the Junior school office.	Providing remote education - Non-statutory guidance for schools (January 2023)
Strategic alignment:	1.1 Objective: Achieve and maintain the best possible pupil outcomes

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At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

The information within this document is intended to provide clarity and transparency to parents/carers and pupils about what to expect from remote education at The Winterton Federation, in the rare circumstance that it may be agreed.

Vision and Aims

Since the Covid pandemic, there has been an increased focus on remote education at The Winterton Federation, since then a wide range of approaches have been developed, evaluated and refined. Remote education has made a significant contribution to enabling our children to learn and progress. It is important that we continue to build on the remote learning we can provide, and make sure that our children are not missing out on further learning, in the rare circumstance that remote learning may need to be implemented.

Our vision is that we will build a platform that will enable children to access learning at home and at school, supporting them with any extra learning they need to do in areas they are finding difficult, making learning a shared experience between home and school. The main aims of remote learning at The Winterton Federation are to:

- keep the minds of our children active and happy, ready to return to school and engage with learning when the time comes;
- maintain a regular and familiar routine and structure;
- ensure regular contact with all children and families;
- ensure consistency in the approach to remote learning for pupils who aren't in school;
- set out expectations for all members of the federation community with regards to remote learning;
- provide appropriate guidelines for data protection.

What does the government say about remote learning?

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: pupils recovering from short-term infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery. In some exceptional cases, these circumstances might also include pupils whose attendance has been affected

by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should



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be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

What makes Remote Education provision successful?

Research shows that good quality remote education needs to contain a number of features which can also be seen in effective classroom teaching. These include:

- ensuring children receive clear explanations;
- supporting children to become more confident with new learning through demonstrating and supporting them to work through it;
- the chance to use new knowledge or skills;
- enabling children to receive feedback on how to get better.

It is therefore key to our Remote Education provision that we build these principles into our offer for your children.

The Remote curriculum

In line with government guidance, The Winterton Federation will provide remote learning for pupils who are not able to attend school so that no-one falls too far behind. The Winterton Federation recognises that each family is unique and because of this, should approach home learning in a way which suits their individual needs.

What should my child expect from immediate remote education in the first day or two of pupils being sent 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 period of teaching in this way. Parents/carers will be signposted to materials available on our federation website for their child to access, until materials are organised and available

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?

Irrespective of whether your child is in school, or learning from home, we teach the same curriculum remotely as we do in school. Providing access to a variety of materials remotely, we endeavor to offer a broad and balanced online curriculum, broadly in line with the curriculum we would ordinarily deliver in school.



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Remote Teaching and Learning time each day

How long can I expect work set by the Federation 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 1	At least 3 hours per day
Key Stage 2	At least 4 hours per day

Accessing Remote Education

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

At The Winterton Federation we currently use several online tools and digital platforms to support delivery and/or assessment of our online remote education. The main ones are listed below:

- Purple Mash;
- Oak National Academy;
- White Rose Maths;
- Tapestry;
- TWF YouTube channel;
- Oxford Owls;
- Read Write Inc YouTube;
- Times Table Rockstars;
- Numbots.

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 a pupil does not have suitable online access at home, Parents/carers should contact the federation via the school office in the first instant, and staff will work with the family to ensure online accessibility at home is achieved in some form;
- The Winterton Federation has a limited number of devices (iPads and Laptops) available for loan purposes.

How will my child be taught remotely?

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

- Recorded teaching (Oak National Academy lessons; Purple Mash; video/audio recordings made by teachers);
- Commercially available websites supporting the teaching of specific subjects, including video clips or sequences.



Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents/carers should provide at home?

- Pupils are expected to engage with their learning for the allotted time indicated above i.e. KS1 pupils - at least 3 hours per day; KS2 pupils - at least 4 hours per day;
- Parents/carers should be instrumental in setting routines to support their child's education and encouraging and supporting their learning;
- Parents/carers should check that their child is completing work set and returning completed work for assessment purposes on a daily basis;
- Parents/carers should engage with school staff if their child encounters any difficulties with their remote learning and also ensure school staff have the opportunity to speak with the child when making their weekly catchup/wellbeing phone calls by answering their phones/getting back to school if phone calls are missed.

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

Your child's engagement will be checked on a daily basis by staff who are monitoring remote learning and this will be logged.

You will receive a 'Keeping in touch' catch up telephone call from a member of school staff on a weekly basis and if your child is not engaging with their remote learning, this will be discussed with you and them during this telephone call. Any issues should be discussed during this telephone call to ensure that your child is able to fully access their daily learning.

Should telephone calls be continually unanswered, a door step visit will be conducted to ensure all is well and to arrange for a mutually convenient time to be set for a future parent/pupil/staff telephone conversation to take place.

It is imperative that home and school work together to ensure your child accesses their remote learning appropriately. The Winterton Federation acknowledges that Home Learning is particularly challenging for parents/carers and as a result, staff are always very happy to assist parents/carers in supporting their child with their remote learning at all times.

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

Feedback will take many forms, not always through extensive written comments. Our approach to responding to work completed by our pupils is as follows:

- Staff will respond to all work completed in a timely manner;
- Feedback responses range from an emoji/thumbs up to an in-depth comment providing further ways forward appropriate to the piece of work completed;
- Feedback may take the form of a telephone conversation.



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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 home. We acknowledge the difficulties this may place on families and we will work with parents/carers to support those pupils in the following ways:

- Differentiated learning tasks will be assigned;
- SENDCO parent phone calls alongside those from class teacher offering additional specialist advice;
- SENDCO will support parents and pupils to access 1:1 speech and language therapy sessions via Teams from the specialist service;
- If there is an Early Help in place meetings will continue via Teams.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If the child is poorly, or family members are, we recognise this may mean home learning will be the last thing on minds. Health should always be put first. Some pupils may only be off school for a very short period of time. If a pupil is unwell, there is no requirement to complete any work. It is also extremely difficult to move to a remote model of education quickly. There are a number of available links on The Winterton Federation website to access during short-term absences.