

Wellsprings Primary **Foundation Stage Remote Learning Report**

Our key contacts in the Foundation Stage are Catherine Lang and Jane Holcombe (EYFS Leads) and Suzy Tiffany (Nursery Lead practitioner), who can all be contacted at EYFS@wellsprings.somerset.sch.uk

Our Remote Education Lead is Mr Luke Jones. Please contact him via our main office email mailbox at office@wellsprings.somerset.sch.uk.

Wellsprings Primary 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?

Remote planning is available each week to any child learning remotely. This includes the necessary resources. It should be received by the children on the morning of an absence via ParentMail.

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. However, we have needed to make some adaptations where appropriate. This is because some specialist equipment such as maths or PE equipment would not be available in the home setting. Our home learning is designed to be accessible and easy to follow from home using everyday items. We have tried to consider all family circumstances and, for example, our expectations for developing PSED and CLL include consideration of children with no peers or siblings in the home setting.

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:

Foundation Stage	Up to 3 hours, including choosing time activities.
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Accessing remote education

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

All letters to families are sent via **Parentmail**. This includes the weekly plan and school newsletters with important information.

We are using **Tapestry** to post videos and photos to children, such as stories read by the teacher in school. Families are encouraged to post their child's own work to which staff will respond. This has been a lovely way of keeping in touch. 'How to upload to Tapestry' has been sent out via Parentmail. Tapestry has been used for many years by the school and is a well-established routine for recording children's progress.

In the weekly plan, links are shared to other websites. In maths, we use daily **White Rose** lessons for children working remotely. In phonics, we use daily phonics videos from **Ruth Miskin's Read Write Inc** youtube channel. For English and topic a variety of enriching links will be shared, for example a **BBC** clip of David Attenborough talking about animals or a link to a website with an animation of a favourite poem.

We use our school's **espresso** login to download teaching materials and share videos via Tapestry. This is to keep the continuity with a format with which the children are familiar.

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 made contact with all parents to ensure remote access to technology. Where this has been raised as a barrier by parents, paper learning packs are available.

We will distribute Local Authority allocated devices where eligibility is being met, although with younger children there will need to support from parents/school towards enabling them to use a laptop/device with greater confidence.

We can offer some keyboards for children to access Google Classroom via games consoles.

How will my child be taught remotely?

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

We use a range of approaches to teach pupils at home:

- Our weekly plan is emailed to parents with a number of attachments which include PowerPoints and photos to stimulate discussion, all linked to the plan.
- Recorded teaching e.g. teacher posts on Tapestry.
- Live teaching sessions where appropriate to the curriculum features.
- Ruth Miskin Read Write Inc and White Rose maths websites supporting the teaching of specific subjects or areas (maths and phonics), including video clips or sequences.
- Rising Stars reading has been in place since lockdown 1.
- Our planning suggests how to use resources in the home for creative activities and maths work, for example.
- Play is an important part of development in the EYFS and we advise using toys and home resources to enrich school topics.

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?

We expect pupils to engage with the remote learning and share through Tapestry.

We recognise the challenges of remote learning with a young child at home and have designed our remote plans so that content can be viewed at any time of the day to fit in with, for example, a parents working requirements.

If children are in school part-time, we expect children to access remote learning on the days when they are not in.

Provide children with a space for working that is as quiet and free from distractions as possible.

Contact the school when possible if children are not able to access remote learning.

Provide children with basic resources such as pencil, plain and lined paper, colouring pencils.

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

Tapestry is checked daily and we aim to respond to every Tapestry post or email to eyfs@wellsprings.somerset.sch.uk within 1 working day. We aim to call those families with children working remotely each week.

We monitor Parentmail and Tapestry management screens to view which families are viewing the online materials so that support can be targeted.

We check daily and the school keeps a running log to assess engagement over time. Where there is a gap of engagement, we make personal calls to ensure children (and families) are involved.

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:

- We give individual feedback to posts on parentmail, giving next steps where necessary.
- Telephone calls are made to parents requesting specific help and to those with support plans.
- We offer tailored work for particular interests to all our children.

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:

We will call parents and carers each week. Where a family/staff member identifies a barrier to learning we will work to address that using SENCO, PFSA advice where necessary.

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?

In EYFS, tapestry is always available to our families and therefore there is no difference in approach if a child self isolates as they will still be able to upload and watch posts. We plan a remote curriculum each week to mirror school based provision so that children do not miss out on opportunities should they need to work remotely. The aim is to allow that child to continue learning seamlessly when they return.

Key Contacts:

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