William Penn
Online Provision Guidance

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from online provision of 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 Online Curriculum: What is Taught to Pupils?

A pupil's first day or two of being educated online 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 online education in the first day or two of pupils being sent home?

The daily plans to follow can be found in your child's **'Class at Home'** section on your child's google classrooms account. Any resources needed for the week, will also be included, alongside the plans. We are using these plans to teach the curriculum in school, so they can be very detailed, but will give you a chance to follow along from home. You may need to adapt them to suit your situation.

Following the first few days of online education, will my child be taught broadly the same curriculum as they would if they were in school?

Online learning will mirror learning in school but there will be some adjustments.

A clearly dated daily plan will include English, mathematics and 1 or 2 foundation subjects. You will need to check the **Key Resources** section for each lesson to identify any extra resources you or your child will need to complete the lesson. These will be included on Google Classrooms.

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 and these may change over time.

Online 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:

- **EYFS and Key Stage 1 (Years R – 2): 3 hours a day on average across the cohort, with less for younger children**

- **Key Stage 2 (Years 3-6): 4 hours a day**

Accessing Online Education Provision

How will my child access any online Online Education you are providing?

Your child will need to log onto their Google Classroom account and enter their class code. This information can be obtained from the office at office@williampenn.co.uk.

If my child does not have digital or online access at home, how will the school support them to access online education?

We recognise that some pupils may not have suitable online access at home. In such circumstances, please contact the school via office@williampenn.co.uk

In order to support pupils, we will be able to discuss:

- lending laptops or tablets to pupils
- limitations regarding internet access and possible solutions
- access to printed or practical resource materials
- alternate arrangements for submission of work to teachers

How will my child be taught?

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

- daily lesson schedules and accompanying resources
- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

The school acknowledges that home contexts will vary considerably owing to factors such as parental commitments whilst home working. This will result in a degree of flexibility being required in the implementation of online learning. We have incorporated capacity for this flexible approach in to our provision.

We would advise parents to implement the guidance in this document and other information already published by the school and other external sources such as The Department for Education. Generally, pupils work well with a regular routine of learning time and recreation time. Please endeavour to follow the guidance and routines set out within your child's Google Classroom, and sign in to Google Meet assemblies and check ins.

It is the expectation that all pupils in online learning provided by the school and to submit work to class teachers.

Always seek further guidance from the school as required.

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

Monitoring of pupils' engagement with learning will take place at least on a weekly basis. As we use Google Classrooms and Google Meet we are able to directly monitor this. Should it appear that pupils are not able to access and learn, as indicated by lack of accessing provision,

submission of work or attendance at assemblies and check-ins, the school will contact parents to discuss overcoming any barriers to children learning. This may be by telephone or email.

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:

- Google Meets is used to discuss work and feedback through private comments on work handed in on Google Classroom. Cadbury class pupils routinely respond by emailing pictures of work to the teachers.
- Children's work will be assessed regularly through the week. This will vary depending on the needs of the particular child, age of the child and nature of the task set – as well as availability of the staff. Teachers explain where to upload work during Meets with the 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:

- Class teachers have written individual digital provision overviews (broken down by subject) for pupils on the SEN register. These overviews offer parents with children who have SEN other ways of working or accessing tasks. Class teachers have also provided individual resources as appropriate.
- Work has been differentiated where possible, for example, children are accessing Power Maths books that relate to where they were working in school.
- An 'Interventions' Google Classroom has been set up for SEN and focus children. The classroom is organised by intervention eg. Mastery and provides families with additional information and resources.
- For Early Years, pupils are accessing planning through Google Classroom. They have daily live phonic sessions.
- In Years 1 and 2, pupils have daily maths videos to accompany their Power Maths. There are also regular check-in meets with their class teacher Tuesday and Thursday.

Online 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 online education differ from the approaches described above?

Our aim is that for the principles and systems outlined in the above provision, to be available to pupils self-isolating in the same format.