



Westfield Primary School

Remote Education Provision Contingency Plan & Information for parents

Written: February 2024

Reviewed: As necessary

Last review: March 2026

Westfield Primary School – Remote Education Provision, Contingency Plan & Information for parents

School's Vision and Mission Statements

Our Vision:

We want all Westfield children to foster a '*Love of Learning and a Love of Life*', enabling them to excel, be the best they can and achieve the necessary life skills for their future.

Our Mission:

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour and consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, and independent young people.

Aim

Our aim is the safety and well-being of our staff and children. In addition to this, we recognise the need for continuity, routine and predictability for parents/carers and young people. With this in mind we take all steps possible to keep our school open, but we have robust contingency plans should school ever need to close.

Objectives

- To ensure teaching and learning continues as effectively as possible when children are not able to come to school.

- To use a curriculum sequence that allows access to online (e.g. teaching videos, learning games, e-books, Seesaw) and offline resources (e.g. resource packs, reading books), and that is linked to our curriculum expectations.
- To provide easy access to these remote education resources.
- To ensure staff interact, assess and provide feedback where appropriate.
- To provide printed resources, learning packs and worksheets, where possible for pupils who don't have suitable online access. The school also has a small stock of chrome books that can be lent out to support remote learning.
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, therefore further support and adapted resource packs will be given to these families to deliver our curriculum.

Staff will:

- Plan a programme that is of equivalent curriculum to the core teaching pupils would receive in school (3 hours as a minimum, as an average across the school cohort), it will be meaningful and ambitious and cover different subjects). This will be emailed via the class email address.
- Teach and provide the same curriculum remotely as we do in school, wherever possible and appropriate. However, some adaptations may need to be made in some subjects, for example, PE.
- Staff will check in with pupils daily using Seesaw, children can complete work directly onto Seesaw, upload it or upload photos for the teacher to give direct feedback on. Staff can also communicate and feedback via the class email and check in further when children return to school
- Monitor the children's engagement with their learning through Seesaw and the class email. Where pupils are seemingly not engaging parents are contacted after 3 days, to enquire if the children need further support or are completing the work set. Parents will be asked to send a photo of completed work via Seesaw or email for the teacher to feedback on.
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject. Supporting children's growth in confidence with new material through scaffolded practice.
- Provide frequent explanations of new content, through curriculum resources and/or videos clips, voice notes and personalised teaching PowerPoints, Notebooks or documents. Ensuring pupils receive clear explanations and feedback, ensuring progress and understanding.
- Staff will respond to parental feedback regarding the work set and adjust the pace or difficulty of what's being taught in response to questions or

assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.

- Avoid an over-reliance on long-term projects or internet research activities.
- Provide daily means of communication for parents via class email addresses which are checked by the class teacher. Children can communicate daily via Seesaw, or the class emails.
- Reward children in line with our Behaviour Policy, using DoJo points, house points and Head Teacher Awards.

Parents will:

- Have an understanding of the school's contingency plan and will support the school's actions to meet these aims.
- Support their child in accessing Seesaw (if signed up to use).
- Provide a suitable quiet place for home-learning, set up routines and provide support and encouragement to assist their child engage with their learning.
- Support and encourage their child in engaging with the activities set.
- Support their child in ensuring their work is handed in for feedback via Seesaw or the class email address where applicable.
- Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.
- Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.

Children will:

- Check Seesaw or email each morning to view their allocated work.
- Work through their set work as directed.
- Feedback to teachers if there are any concerns around the work or if they are particularly proud of any pieces of work
- Engage in the feedback received

Remote Education Contingency Plan for individual classes or year groups

If classes or year groups are required to learn from home for a short time, home learning will be made available using Seesaw and/or the class emails. These actions aim to ensure that we have immediate, high-quality remote education for those that cannot attend school. Learning will be meaningful and ambitious and cover the curriculum being taught in school. The work will be well-sequenced with frequent, clear explanations of new content within the Notebooks/Presentations provided. They may have links in to Oak National Academy videos.

Action

How will my child be taught remotely?

Home learning documents for whole class or year group

The expectation is that Seesaw is used as a 'book' for children to log their daily work and receive feedback; and used for learning activities. Work can also be photographed and emailed to the class teacher via the class email or uploaded to the Seesaw platform.

Reading Eggs and uploaded texts will be used for home reading. Children will have appropriate books allocated and this will be monitored. In the event of home learning, teachers will monitor who is accessing this and contact families if it is needed. Each child has a password to access this - please contact the class teacher in the event that it is misplaced.

Notebooks and PowerPoints used during lessons in school will be accessible for parents/carers to facilitate home learning. These will either be emailed or, in the event of an extended period of home learning affecting a whole class or year group, put on the school website. As these will be PDFs there will be a word document that will have all/any links within the PowerPoint accessible.

Oak National Academy links will be referenced in some notebooks/presentations. These are likely to be tutorial videos, to help

children see how a particular aspect is modelled.

<https://www.thenational.academy/>

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

Communication

Teachers will monitor Seesaw and class emails for evidence of pupil engagement. After 3 days if no engagement has been seen teachers will contact parents.

Class emails and the school website are a key communication tool for class teachers to use in the event of outbreaks or self-isolation. Class emails will continue to be used for communication between teachers and parents/carers.

bumblebeesclass@westfield.surrey.sch.uk
butterfliesclass@westfield.surrey.sch.uk
beetlesclass@westfield.surrey.sch.uk
ladybirdsclass@westfield.surrey.sch.uk
dragonfliesclass@westfield.surrey.sch.uk
caterpillarsclass@westfield.surrey.sch.uk
owlsclass@westfield.surrey.sch.uk
robinsclass@westfield.surrey.sch.uk
kingfishersclass@westfield.surrey.sch.uk
woodpeckersclass@westfield.surrey.sch.uk
puffinsclass@westfield.surrey.sch.uk
penguinsclass@westfield.surrey.sch.uk
hawksclass@westfield.surrey.sch.uk
falconsclass@westfield.surrey.sch.uk

Children on the SEND register

For children on the SEND register, appropriate work will be sent home that supports individual provision plans. Work will be set that the children can access. Where children cannot access work online without significant support from adults at home we will aim to provide paper packs of work for the children.

Recorded stories

During times of extended home learning, families will receive a link to a YouTube video session for them to share at home 3 times a week.

Support from the Inclusion Team

Children's well-being continues to be of great importance. On the website, under the Inclusion Team tab, there are details of how to contact all members of the inclusion team and a reminder of how children can contact the team directly using the "Bubble email", with parental consent and using a parent's email address only.

In addition to this the school's Inclusion Team can be contacted via the school office by parents.

IT Support:

Where children are having difficulty accessing work via a laptop or iPad, due to limited technology in the house, the school has a small stock of chrome books that it can lend out to support remote learning.

Online Safety

As we are increasingly relying on technology to keep us all connected, it is important that parents are aware of the apps and programs that their children are using. Our Online safety section of the website and the Online safety page on the newsletters provides parents with tips on how to keep their children safe online. Furthermore, our computing curriculum includes teaching of online safety and this would continue for any children learning from home.

Well-being and positive mental health.

Children who are accessing home learning can still receive support for their wellbeing, should they need it. The well-being page on the school website and the wellbeing page in the newsletters have many tips, hints, advice and links to support for parents and their children to access and use.

They can contact their class teacher via the class email (like using their school well-being 'bubble', but virtually) and their class teacher or a member of the Inclusion Team will reply either by email or phone, whichever is more appropriate. Parents can also phone the school and request to speak to a member of the Inclusion Team, who will contact them back.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their

parents. This may include children who have special educational needs, children with English as an additional language or children who are gifted or talented.

Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The Inclusion Leader, Mrs Findlay, our SENCo, Mrs Sadler and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;

Assessment

Assessment of the curriculum is completed according to the Assessment and Feedback policy.

Resources

A wide range of resources will be used to provide home-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect what is being done in class, these will then be used at home.

Evaluation

This will be done annually against criteria agreed by the whole staff. We will take account of new knowledge or other changes affecting the school.