

## **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?**

### **KS1 & KS2**

In the first instance, children may access remote learning via the platform of Seesaw on the first day. Work will be assigned to the child within the school working day, preferably by 9am, when circumstances permit and school has been notified, or before 12 noon at the very latest.

If the child is already in school and is needing to be taken out of school to self-isolate, then work will be assigned on the learning platform of Seesaw as soon as possible within the school working day. Children will also take home a reading book at this point.

Currently Seesaw is the learning platform used in school for KS1 and KS2 children, however, this will be supplemented by the use of Microsoft Teams within the next two weeks. This will help to facilitate a 'blended learning approach' or 'mixed model' which will support peer interaction, and allow for a more flexible approach to feedback and assessment.

At times, Seesaw may be supplemented by work packs and recorded sessions.

### **EY/FS**

Children in Nursery and Reception Class will use the platform of Tapestry to access remote education. This is an established platform between teachers and parents, and offers good communication and support between teachers, pupils and families.

## **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 are committed to teaching a high quality curriculum, which is broad, balanced and purposeful. We use the online platform of 'Seesaw' and 'Microsoft Teams' to deliver the school's planned curriculum with some adaptations in subjects, where necessary, to ensure that the curriculum sets the right challenge and pace to allow for the best opportunities for progression. For example, this may mean that the topic area or sequence of learning in art and design, P.E., design and technology or science may be adapted or replaced (to be taught at a later date) for a focus within that subject. Maths topics may be moved and other topics taught instead, which are more accessible to children during times of remote teaching. The curriculum offered remotely is the same curriculum taught in school. It does not differ from the in-school curriculum.

## **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:

Key Stage 1	3 hours a day, on average.  The timetable will mirror the school day. However this does not mean that it has to be followed rigidly as children may not have access to a device for the amount of time that has been allocated to a task and children work at different paces.
Key Stage 2	4 hours a day.  The timetable will mirror the school day. However, this may not be followed rigidly as there needs to be flexibility for those children who may need to access remote education

	outside of the usual hours of the school working day, or for those whom may require extra support or practice.
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## **Accessing remote education**

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

Children in EY/FS (Nursery or Reception Class) will access remote learning via Tapestry.

Children in KS1 and KS2 will access remote learning via 'Seesaw'. Children have individual accounts for this platform. In the next two weeks children will be sent personal account details to access 'Microsoft Teams'.

Teachers, children and parents are currently able to communicate via Class Dojo. Communication with parents may also take place as a phone call, if required.

### **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:

Information has been gathered by Microsoft Forms (communicated via Class Dojo) to ascertain who needs a device.

Devices have been allocated with the priority to those on FSM or disadvantaged.

A message has been communicated via Class Dojo about gaining additional data or a 4g dongle.

Work is all submitted via Seesaw unless children are present in school.

## **How will my child be taught remotely?**

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

All learning will be available via Seesaw for KS1 and KS2 pupils.

Foundation Stage will use Tapestry and Class Dojo.

Recorded teaching may take place in the form of video/audio recordings made by teachers. In the next two weeks, some lessons may be live on-line using Microsoft Teams.

Third party resources may be used to supplement the teaching materials. Where this is the case, it will only be resources which have been reviewed by the teacher and deemed suitable, and most importantly will enhance the learning. For example, this may include White Rose Maths, BBC Bitesize, Oak Academy, etc.

Some use of Oak Academy resources may be used, where appropriate.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (White Rose Maths)

## 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?

Pupils are expected to complete all lessons set by their teacher. If there are any issues, communication should initially be made via Class Dojo to the class teacher.

A timetable is provided to support structure but this is flexible depending on other commitments, e.g. use of device, availability of parent/carer to help and support the child.

Support will be given through voice recordings, video, written feedback on individual pieces of work.

All work will be reviewed the same day if completed by 5pm. If not, it will be reviewed the next working day.

Children can ask for support by sending work to the teacher with a written note or voice recording.

Rules and routines will be shared by the class teacher and the school behaviour policy will be followed. Children are expected to behave respect and courtesy throughout the lesson.

School will monitor engagement in on-line learning and will contact parents to identify if there are any barriers to learning, which school can help and support parents and children to overcome.

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

- Work is reviewed when it is submitted (if before 5pm) and either approved or returned with areas to correct identified.
- If work is not submitted, contact is made via Class Dojo and then a phone call to the parent from PSA or Deputy Head teacher.

### 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:

Voice recordings, written notes or videos will be used when children need support or have work to correct.

Every piece of work is reviewed and feedback will be provided whenever necessary.

Misconceptions may be addressed with the whole-class via video recordings or Microsoft Teams.

Seesaw is used for feedback and Microsoft Teams will be used in the forthcoming weeks.

## **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:

Where appropriate online learning will be adjusted, in order to suit the needs of the child.

Teachers will follow the recommendations as outlined in the child's Individual Education plan.

If appropriate, children will access the critical worker/vulnerable provision in school.

To engage younger children with remote education we have tried to make activities as practical as possible. For example, this week's maths is based around comparing the mass of objects.

We have also updated the class page on the website where we have given parents ideas and suggestions for activities for each area of the profile.

We keep in contact with parents via telephone, class dojo and tapestry and have suggested alternative for those children where parents are finding it tricky to engage their children. We have explained practical games we play in the classroom as alternatives and those parents seem happier with this.

## **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?**

Work for individual pupils who are self-isolating will follow the same structure as outlined above. Feedback may not be as immediate as the adults available will be working with children within school. However, feedback will be provided the same day if work is submitted before 5pm. If it is submitted after 5pm it may be reviewed the next working day.