

## **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?*

If the cohort closure has been unplanned, Teachers will endeavour to post work which may be of a more general nature for the first day or two in order to give them time to adapt 'in-school' resources and teaching to those that are more suitable for online learning. This may include activities such as learning spellings, number bonds, multiplication tables or revision activities etc which do not necessarily rely on the teaching of specific skills or knowledge. These will be posted on the Seesaw platform. Where required, paper copies of the activities will be provided for collection by at least the second day of closure.

If the closure is planned more than 2-3 days in advance, teachers will have had the opportunity to plan a more structured approach to online learning.

*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 and appropriate. However, we do need to make some adaptations in some cases. For example, in some subjects the resources available in school may not be widely available at home, so teachers will adapt lessons and learning opportunities allowing for some flexibility to allow the majority of children to benefit. This might be the case, for example in subjects such as science, music and PE. Lessons, activities and links are uploaded to the Seesaw platform for the children to access and post their work. Teachers will assess and comment on children's work either through written comments, a voice recording or a 'like' as soon as they can. Where appropriate, links are given to further websites, videos or online platforms to provide further support to children and parents where necessary. As in school, work will be carefully planned and meet the needs of different learners and the Seesaw Learning platform allows different work to be set for individual learners. Teachers are also aware that many parents have the difficult task of balancing home schooling with their own work and endeavour to provide a range of types of activity to allow for independent work where possible.

## **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:

Early Years	Approximately 2 1/2 hours
Years 1 and 2	Approximately 3 hours
Years 3 and 4	Approximately 3 1/2 hours

## Accessing remote education

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

All children have been given their own login details for the Seesaw learning platform. Parents also have their own login details linked to their child's account so that they can see their child's journal of work, comment on this and send messages direct to the teacher. Any links to external websites required for the lesson are included. Teachers will also make use of pre-recorded videos or voice recordings that they may have made themselves or uploaded from other sources to support learning. Children have access to year specific reading sites for them to access reading books.

Teachers will provide a weekly overview and lessons will be uploaded one day at a time. This will ensure that lessons are ordered correctly and learning built sequentially over the week. The daily timetable will be the same as that followed in school wherever possible to ensure that children who may be attending school on different days are provided with similar opportunities.

*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:

Parents who feel that their child does not have suitable online access is urged to contact the school as soon as possible even if they have previously stated that online access is available. The school will support families through the loan of laptops installed with the appropriate software, including filtering and monitoring programs. The school can also order devices from the DfE to enable internet connection (eg routers or dongles) as well as arrange mobile data increases from some mobile phone providers. If you require further information on any of these solutions, please contact the school as soon as possible to enable us to support you.

If your child is still unable to access the online resources, or you would prefer, a paper work pack is available on request. This can be collected from the school office each Monday morning or posted out by request. (Please note that the school cannot guarantee the speed of the postal delivery during lockdown periods).

The school will provide exercise books that can be used for recording work for those that wish. If any other equipment is required, please do not hesitate to contact the school. Paper copies of work may be digitally uploaded to the seesaw site or handed in to school to be marked.

Parents can contact the teacher via the parent portal of Seesaw if they have queries regarding the work set, or contact the main school office who will notify the teacher to return the call.

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

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

Some examples of remote teaching approaches that we use are:

- Short pre-recorded videos or voice recordings from class teachers
- Pre-recorded teaching from external sources e.g. Oak National Academy lessons, Ruth Miskin, 'Read Write Inc' phonics videos (for EYFS and KS1)
- Pre-recorded interactive teaching videos which can be paused in order to allow children time to complete set activities (eg White Rose Maths activities)
- Additional resources, for example games and puzzles to support or extend activities where appropriate
- Individualised and differentiated activities to support children in acquiring basic skills such as number and letter formation
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Links to subject specific videos and clips eg for science, PE etc
- 'Reading Eggs' (EYFS and Year 1) and EPIC (Years 2-4) to provide age appropriate reading materials and challenges
- School 360
- Busy Things
- Access to Times Tables Rock Stars (years 2-4)
- Signposting to other relevant websites eg Oxford Owl

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

- Each week, the teachers will provide a week's overview of the learning that would take place in class for you to follow.
- It is often helpful to establish a routine, not forgetting time for regular breaks, exercise or just some playtime outside in the fresh air
- Although younger children will need a greater amount of support, many of the activities are designed so that children, particularly in Year 2 – 4 can carry out at least some of the work independently as they would if they were in school.
- If you are finding it difficult to complete all of the tasks for the day, it would be beneficial to concentrate on the core subjects, phonics (in EYFS and Key Stage 1), literacy and maths.
- Encourage children to make sure that their work is neatly presented and completed to the best of their abilities
- If things are not going well – don't worry! It is fine to do something totally different that you all enjoy for that session or day. Upload a photo or write about it on Seesaw and share with the teacher what you have done.
- If you are unsure about what the children have been asked to do, please get in touch
- In terms of safeguarding. please ensure that any pictures or videos uploaded to Seesaw are appropriate for the purpose and that children appearing in them are fully clothed
- We ask that parents supervise children while using the internet and ensure that devices are protected in terms of e-safety

We understand that parents may have to find ways to balance their own workload with home-schooling and that this can be difficult in terms of time and emotional impact. We also understand that many children find the situation difficult to manage and find it hard to focus on tasks. We would remind parents that your child's well-being and that of yourselves comes uppermost and would ask that if you are struggling or simply need some support or advice that you contact the school or your child's teacher via Seesaw and we will do what we can to support you.

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

- Teachers will regularly check Seesaw throughout the day to respond to work posted
- It is helpful for the teacher to know if a child has found an activity particularly challenging, this can be communicated via the parent portal on Seesaw
- Any worries or concerns can be reported via the parent portal or via a phone call
- Teachers will attempt to contact families by phone once each fortnight to 'catch up' and discuss issues. If they are concerned, they will contact parents earlier.
- If children are not engaging with online teaching, staff will discuss this during the catch up calls to see if there is any support that the school can offer to increase engagement.
- If Parents have opted to have a paper based pack, completed work can be dropped off at school and teachers will mark as appropriate.

*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:

- Teachers will check Seesaw posts on a daily basis to mark the work that has been uploaded. Teachers are also carrying out in-school teaching or setting and uploading work to Seesaw so posts might not be responded to immediately, or they may be marked by the teacher or staff in the opposite class. If uploaded in the evening or weekend, they will be responded to the next working day.
- Work will be assessed against the objectives set and shared for the lesson
- Teachers will approve work that is completed correctly. If there are mistakes, it may be returned for the child to correct and resubmit for approval. Literacy and numeracy work will generally be commented on in greater depth. Other work may be given a 'Like' or other motivational comment or symbol. Sometimes a suggestion for further work or research might be added

## **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:

- The school will support families of children with SEND through offering personalised, targeted curriculum and activities designed to support specific learning targets for that child. In some cases, it might be deemed more appropriate that these are paper based resources to enable the child to access these with greater independence.
- Children with an EHCP who are not isolating may benefit from being in school during a local or national lockdown
- EYFS and Year 1 pupils will need a greater degree of support to access and complete activities, although it is still important for them to try to develop some independence. Modelled examples of work are available and videos support learning. Alternative tasks are posted as well as interactive games. Teachers recognise that parents are doing an outstanding job in supporting their children at home and are happy to offer advice or signpost support if required.

## **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?**

When the school learns of an individual self-isolation, the teacher is informed and they will upload work as soon as practicably possible. For the first day or two, this may be paper based activities which can be collected from school or emailed. Following this, teachers will upload work to Seesaw for completion with any relevant links etc. Staff will endeavour to provide as similar an offer as possible to what is being offered in school taking into consideration that they will also be responsible for providing in-school teaching. Some learning activities will also have to be adapted or an alternative activity provided to take account of the constraints of remote teaching.