

Remote Education Provision: Information for Parents and Carers

Revised January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers, about what to expect from remote education when National and 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

- **Will my child be taught broadly the same curriculum as they would if they were in school?**

As much as is possible the provision in school for critical worker and vulnerable children will match the remote learning provision.

For example, adults in school are sharing the same video inputs that children see at home. Expectations of the work that the children can produce remains the same for children in school and at home. We appreciate that some families do not have access to a printer to print worksheets and that this will also impact on the opportunities children have at home. Additionally, the feedback that we provide to children in school compared to the feedback we are able to give to children learning at home will be different as it won't be instant for children working remotely. We will work on overcoming all barriers that are presented to us.

All children have access to our Year Group Microsoft Teams' pages online. They have been provided with login details. If you need to retrieve these details please contact the school office.

All children have been added to their Year Group Team and their Class Team.

Year groups are assigning or setting work for children to complete on a daily basis, and the way this is presented may differ from Year group to Year group. These activities are made up of open-ended tasks and some work sheets and include teacher-led, pre-recorded lessons. Tasks completed by children should be returned via Teams so that feedback can be provided (we use Tapestry in Year R only). Staff will check that work is being completed and we aim to feedback on work as quickly as possible, however teachers will focus on Core Subjects (English and Maths) for each child before commenting on non-core subjects. When teachers have to teach in school for the critical worker and vulnerable children, or if they have to cover for another member of staff who is absent, feedback will probably take longer.

Every effort is being made by the teaching staff to provide a broad and balanced curriculum in-line with the current curriculum and timetable where possible. Remote Learning is not the same as school and parents will not have the same resources available for all of the children, so some adaptations will be necessary for some subjects. Children in Year R – Year 2 are also not used to sitting and listening to input for long periods of time, particularly children in Year R and Year 1, so it is particularly hard for us to replicate school in remote learning provision for those children and their parents.

Remote teaching and study time each day

- **How long can I expect work set by the school to take my child each day?**

The DfE has published guidance that **Primary school-aged pupils up to the end of Key Stage 1 (Year 2) should have 3 hours of education provided**, with a lower expectation for younger children.

Teaching staff will be planning and providing a minimum of 3 hours learning each day but this will not all be delivered by direct teacher input due to the way that younger children learn.

Year groups have shared a suggested weekly/daily timetable and all children are expected to register as they do in school, either by joining a 'Live' session, or by completing and submitting the tasks each day.

Should parents find that children are completing work within three hours, there are lots of further activities provided on Teams and on our school website to ensure that children are engaging in learning for the required amount of learning time.

Teachers will also be providing remote learning activities that do not necessarily need dedicated screen time. Lessons outside of the core curriculum being provided include; physical education (PE), PSHE, art, DT, Geography, History, Science, and Religious Education (RE) and Music.

Generally, we think that our provision will supersede the three hour expectation, and parents should not feel pressure to complete the extra work that has been set.

As a **minimum**, children should complete the following work depending on which year group they are in:

Year R

- Attend two live sessions every day unless agreed with the class teacher
- Submit one – two pieces of evidence of learning to Tapestry per day (this will depend on the activity)

Year 1

- Attend the live registration in the morning every day unless agreed with the class teacher. Attendance at the afternoon session is not mandatory.
- Submit English daily
- Submit Maths daily
- Submit Phonics daily

Year 2

- Attend the live registration in the morning every day unless agreed with the class teacher.
- Submit English daily
- Submit Maths daily
- Submit Topic work daily
- Submit Comprehension & Handwriting weekly

Well-being

- Parents should always prioritise core curriculum work (English and Maths). If you or your child is struggling to complete work please make contact with your child's class teacher, or one of the School Senior Leaders, starting with the Year Group Leader.
- We recognise that we are asking our children to 'sit in front of a screen' more than is usual. Please remember a balance of work and play, time away from screens and going outdoors is important for your child's health and well-being.

Important information

Please note, teachers are entitled to a lunch break (between 12.00 - 1.00pm) and a morning break. Your child's class teacher will not necessarily be available during these times.

In addition, the statutory requirement for PPA (Planning, Preparation and Assessment) for all teaching staff, will be taking place on a Wednesday afternoon and therefore teachers will again not be available to comment or respond to work and comments throughout a Wednesday afternoon. They will however ensure that they set work or an activity for the children to complete, on a Wednesday afternoon.

Accessing remote education

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

We are using a blended approach to our online remote education package, mainly through the use of Microsoft Teams and additionally, Tapestry (in Year R). We will be providing the majority of lessons as pre-recorded and/or video lessons to limit the pressure on children requiring computing equipment at the same time that parents may need to be working.

There are also live sessions through Microsoft Teams, where teaching staff will meet groups of children (or the whole class) to introduce and go through activities, carry out class and school assembly meetings, as well as carry out live intervention sessions. We are carrying out these sessions as we feel that it is important that children feel connected to staff.

- **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 have loaned laptops and iPads to families who need to borrow a device. If you have not yet borrowed a device, but you would now like to do so, please contact our school office.

We will also support families to have access to additional data at home. If you need more data at home, please contact us in school. Follow this link to find out more about this; <https://get-help-with-tech.education.gov.uk/about-increasingmobile-data>.

We aim to have contact with every child most days, either through seeing them on Live sessions, and / or seeing their work on a daily basis. We appreciate that for parents who are working at home supporting their child to join live sessions is not easy.

We are keeping a record of pupil engagement in remote learning.

For those children not engaging in remote learning, there will also be phone contact made to ensure that families are accessing activities, checking whether paper packs of work need to be created, or if any additional support is required.

Engagement and feedback

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

Children will be provided with:

- access to live sessions
- pre-recorded teaching with a year group member of the teaching staff (online lessons)
- video recorded lessons
- where families do not have access to a printer, printed paper packs can be produced
- additional websites and nationally supported online learning provision, such as Reading Eggs, White Rose Maths, Phonics Play, Oak National Academy

We expect the children to complete the minimum of three hours of learning per day.

We expect the children (and/or families) to communicate any difficulties to the teaching staff (via Microsoft Teams, email, telephone to the school) so that we can tackle any difficulties in a timely manner.

We expect children to watch all recorded lessons and videos, listen to and/or read instructions carefully so that they can complete their work as independently as possible.

We expect completed tasks to be submitted as requested in the instructions. Instructional videos or photo instructions have also been made available to parents.

We expect children taking part in the live assemblies and intervention lessons to respond exactly as they would if they were in school.

We respectfully ask parents to ensure that their child's microphone is on MUTE while they are in live sessions unless they have been asked to engage with the adult leading the session.

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

Because of the age of our children, they are likely to need support to submit their work to their teacher. The support will have to come from parents, or another adult at home. For this reason, parents are likely to be aware of the amount of work that their child is completing and submitting to the school each day.

- **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, when children are in a live session with school, staff feedback will likely be verbal and immediate.

Teaching staff will be available and contactable in Teams, or via email every day between approx. 8.45 and 3pm. If you would like to speak to your child's class teacher 1:1 please make an arrangement with them directly.

In some cases where class teachers have to be allocated to teach critical worker and vulnerable children in school, you will be able to contact another member of staff in your child's year group.

Teaching staff will check through the children's work every day – checking for the delivery of the work, hand in of work, any questions and any queries or problems to do with the work set.

Teaching staff will contact the family of a child if there is little or no interaction with the work to check whether the child and/or family are finding things difficult to see if there is support that can be offered or equipment that may be needed

All work completed and submitted by children will be marked. Maths and English work will always have feedback so that you can help your child to improve.

- **Do I need to resubmit work once the teacher has feedback on it, and my child has made improvements?**

Once your child has completed a piece of work it can be uploaded to Teams for the teacher to mark it, and provide feedback. It is reasonable to expect that the child can improve their work and upload it again to the teacher for a final round of marking. This is the best replication that we can offer your child to match how we operate in school.

It is not reasonable to repeat this process more than once for any one piece of work.

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 with special educational needs and disabilities (SEND), will need additional support to access remote education 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:

Parental expectations

- **What are your expectations of me, as a parent/carers at home during this period of school closure?**
- Children with an EHCP are invited to attend school
- Online remote learning activities and instructions will be differentiated for a particular child's needs and, on occasion, may be different from the work the rest of the class is completing
- Children, who are on a SEND provision map will be contacted with more frequency to check their understanding of the work and try to ensure that they are able to tackle it as independently as possible.
- Intervention sessions will be carried out through Teams live sessions to provide support in core subjects for some children
- LIVE intervention groups will continue, as closely as possible to school. TAs and support staff will contact pupils and parents directly to inform them of the time and day that their intervention is taking place. The list of intervention covers all areas of Maths and English, such as phonics, reading, maths and support for children who have English as an Additional Language.

It is expected that parents will communicate in a polite and respectful manner – especially where there may be difficulties accessing Microsoft Teams using a variety of different types of hardware and software. There will be teething problems and we will work together to find avenues to overcome these, given sufficient time.

We have made available a number of 'How to...' videos/documents which can be sent to you if you require support.

Please let us know if links or access to tasks fail to work for you in a timely manner and we will try and rectify the problem with you.

Pastoral Support

We have two ELSAs, who will continue to work with children previously identified as benefitting from Emotional Literacy Support Sessions. Because of the nature of these sessions, children are invited to school to take part. If your child is having difficulty emotionally, or you are worried about their wellbeing, please contact the school, and one of the ELSA's will give you a call to offer support.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate (stage 1) 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?**

For those children and families that are self-isolating, whilst the vast majority attend school, parents will be sent a grid which lists the activities that should be completed. The children will be expected to join in with the nationally approved Oak National Academy scheduled weekly lessons, to ensure that learning is taking place. We will work with families individually to do our best to ensure that your child is still able to engage in learning if they are self-isolating.