



## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or guardians 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?**

As a school we will provide access to Blended Learning Plans for Literacy and Maths available from both the school website and the through the Astrea App.

The plans follow the objectives being delivered during the current term for each of the year groups covering the learning which children would have been experiencing in school.

In the first instance, work will be set via Seesaw and children are expected to complete the activity and send the work back. These can be recorded on paper, photographed or scanned and sent to your child's year group email.

## **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?**

As a school we will provide a minimum of 4 hours teaching and learning time each day with additionalities throughout the week for the children to access. As the weeks continue we may adjust our offer to best suit the needs of our children and families.

Here is an overview of our starting point and non-negotiables.

The 4 hours will be made up of the following:

- Daily Direct live teaching on screen using teams.
- Work uploaded onto Seesaw which the children will be expected to complete either online or in a work book.
- Wider curriculum assignments set per day
- Directed time for children to complete the Blended Learning Plans created by individual year groups- these will be available on Seesaw and may contain links to recorded lessons from Oak National Academy
- Daily phonics using a combination of Ruth Miskin Read Write Inc recorded lessons matched to the appropriate age/ phase group.
- Teachers will also include weekly tasks addressing social and emotional aspects of learning (again set via Seesaw). Our qualified Thrive practitioner will also send weekly Thrive activities to complete via seesaw.

## 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:

EYFS	EYFS use Seesaw to set a range of pre-recorded lessons, following the existing planning and ensure continuity in curriculum as well as setting practical tasks to equate to 3 hours. This will also include a live story time.
Key Stage 1	Key stage 1 and 2 receive direct live teaching on screen using Teams, which cover the existing curriculum to English and maths (matching White Rose plans and Literacy Tree planning (Oak academy units are used where appropriate). Follow up activities set via Seesaw to be completed either online or on paper. Tasks are expected to be completed after the live sessions. Nearpod is used where appropriate for live participation and student paced activities (which can be completed out of the live session)
Key Stage 2	
	In addition, Wider curriculum assignments set via Seesaw each day. Each should take around 30 minutes to complete. These will cover Science, DT, Art, Geography and History. Again, Nearpod is used where appropriate for live participation and student paced activities (which can be completed out of the live session)
	In addition to this, each class is set reading/phonics activities and Read Write Inc phonics pre-recorded sessions are used with relevant year groups to suit the correct groups.

## Accessing remote education

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

#### Live Teaching using Teams.

Each day, all year groups from Y3-Y6 have been allocated 2-3 x 30-minute teaching slots followed by tasks- Reading, writing and maths tasks then a wider curriculum task.

Y1 and Y2 have either 1 or 2 slots, day depending but will also include daily phonics lessons. Children will have work, tasks and links uploaded onto their own profile- these may be differentiated according to the child's individual targets. Children will be expected to upload completed tasks where teachers can then provide feedback on their learning/ work. We will provide feedback via written comments, a visual sticker image or verbal recorded feedback.

We try and encourage and support all learners to access their learning tasks via this platform. For those children who cannot edit and return assignments online, there will be an expectation that evidence from these sessions is collected in when children have returned by bringing work books into school.

#### Assignments

Using the Seesaw App, individual assignments will be set. Each day we will provide assignments linked to the wider curriculum. These activities will be purposefully planned to take into consideration those who are working on paper. We do not expect families to print, so this will also be taken into consideration.

Paper packs of works can be provided to support families who may have difficulty accessing our remote offer and are available on request. Teachers will check in with parents/ children regularly to support access to their learning.

### **NearPod**

NearPod is an interactive website that provides online teaching and learning resources. These are done through interactive slideshow presentations. Teachers will register and make an account. Teachers may choose to use this as an interactive tool for delivering interactive lessons if deemed appropriate.

The link for the Nearpod session will be posted in the individual chat. Teachers will work with parents and carers to overcome access issues wherever possible.

As part of teachers developing professional development, teachers will explore other interactive tools in order to carry out a full and varied lesson which replicates a lesson including recap, instruction, modelling/ demonstrating, practice/ applying and a review of learning.

## **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:

- A family survey was conducted at the start of lockdown to ascertain what IT hardware families had available to them – from this a spreadsheet was generated to allow us to order laptops, 4G dongles and tablets to support home online learning. If you did not complete that or think your circumstances have changed please contact school who will be able to assess the needs you have for remote learning and can formulate a plan to look at how these needs can be met
- These devices will be issued to the named identified families with guidance documents relating to the use of the devices
- If you are unable to access learning through electronic means a learning pack can be supplied with books, paper and pens for work to be completed
- If you are unable to access learning through electronic means work can be completed on paper photographed and sent to the teachers Seesaw account for submission

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

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

Here are some examples of remote teaching approaches we will be using at the school:

- Live teaching (online lessons)
- Recorded teaching (video recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Access to Times Table Rock Stars
- Blended Learning Plans which follow the current terms objectives
- Home Reading and weekly reading challenges.

## 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?

School Expectations:

- All children in KS1 and KS2 are expected to undertake 4 hours learning per day. This will involve a mixture of online live teaching, online assignments and quizzes – initially this will require adult support to access but we expect children, particularly in older years will be able to use the Teams tools well. As the teacher will be delivering the direct input required to complete the work and quizzes the children should not require any additional adult input but just support from families to complete the learning activities
- All work should be completed and returned to the class teacher using the seesaw app. weekly feedback will be provided to all children and families through weekly phone contact which will be an opportunity for families to clarify any learning points and to gain and understanding of how their child has achieved
- Feedback will also be provided in the follow up lessons

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

- Weekly feedback will be provided to all children and families this will be an opportunity to discuss any challenges which families may have experienced in accessing learning and to understand why your child has not been able to engage with the learning provided.
- Teachers and members of the Senior leadership team will monitor engagement carefully and will look to work with parents/ guardians to overcome difficulties where there are challenges presenting around this requirement.

### **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:

- Direct question and responses during the live teaching - daily
- NearPod learning activities
- Quizzes which provide immediate feedback
- Weekly teacher family feedback conversations by telephone

The teacher will select what is deemed appropriate in accordance with the type of work, age and stage of the pupil

### **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 guardians to support those pupils in the following ways:

- All children with an EHCP (Education Health Care Plan) will be allocated a place in school where they can continue to work not only on the curriculum objectives relevant to them but also on the personalised learning objectives set out in their EHCP enhanced by the additional support identified from within school
- Any pupil requiring support which is additional to and different from that of any other child in the same year group may receive a personalised learning pack to complement and support the online learning experience. This will contain useful support tools that will aid with the remote and online learning
- The SENDCo (Special Educational Needs Co-ordinator) will be monitoring the remote offer for pupils with additional needs in every year group and guide and advise of any tweaks or adjustments which could be made to support the learning of pupils who may find it more challenging to access the remote learning- this could mean adjustments to the amount of work or access arrangements for example.
- Regular conversations will take place with all families and if required a follow up call from the SENDCo to advise of any specific measures and support which can be put in place to enable learning to be both purposeful and positive.
- We will continue to work with external professionals throughout any period of lockdown to seek advice and support where a child might require professional help.

## **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?**

If your child is self-isolating and still well enough to access the remote learning through the weekly planned schedule they should do so. If your child is unwell and not able to access the online learning you will need to make school aware of this so any adjustments can be made for example they can still access the work or lessons when they are better on their profile on Seesaw.