# 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. Detailed information of provision for a particular year group will be posted on Seesaw by the relevant class teacher.

### 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in KS1 only one foundation subject instead of two will be taught or given in the afternoon, lessons that require specific resources may need to be adapted; science investigations have been changed to take into account home learning and more live investigations from the teacher or pre-recorded investigations may take place; children continue to follow our Charanga scheme in music but without access to the musical instruments adaptations will be made, this can sometimes mean the children use virtual instruments. Choral singing is also difficult to participate in due to lagging in Zoom sessions.

## 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:

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| EYFS | A maximum of 3 hours are set for this age group. Mrs Marriage may send additional work out for parents who want to do more with their children however, this is not expected to be completed.<br><br>Work that should be completed is easily identified. |

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| Key Stage 1 | A minimum of 3 hours work are provided for KS1 children. The work is set so that they be more flexible when they access it. Some of this will be teaching via Zoom and pre-recorded lessons and the rest will be independent learning<br><br>Two Zoom registrations are held each day which the children are expected to attend. |
| Key Stage 2 | A minimum pf 4 hours work are provided for KS2 children. This is timetabled and set throughout the day. Some of this will be teaching via Zoom and pre-recorded lessons and the rest will be independent learning.<br><br>Two Zoom registrations are held each day which the children are expected to attend. |
| For All | PE is held on a Wednesday throughout school so that families can participate in this together if they choose.<br><br>Creative Friday Afternoon is held on a Friday to allow families to enjoy a day of being creative together. Although suggested activities have been for this afternoon we expect families to choose freely. |

# Accessing remote education

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

Staff are using Seesaw as their shared platform for setting work. Zoom is being used for live lessons. Registration is taken twice daily. The use of Apps such as Squeebles, Doodle Maths, TT Rockstars, Oxford Reading Tree books etc. will be maintained. 'Ashperton pre-recorded lessons' and pre-recorded lessons taken from approved sites are also used.

Teachers are available throughout the day to support the children. Zoom rooms are left open for children to re-join. Seesaw can be used to send message and parents are encouraged to use email and Seesaw to communicate with the class teacher.

It is important to note that once a session has finished, then the work should be uploaded. There is not an expectation, if work is uncompleted, that children continue with this work in their own time after school, in breaks or at lunch. As we would in school, additional time will be given if work needs to be completed.

A timetable has been provided to parents so that they can see what lessons are taught and when. Teachers will give clear guidance on where work can be located and activities set.

## 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:

- If parents do not have enough devices or they are inadequate, please contact the school office and we will arrange to lend you a device.
- If parents are struggling with internet access, data allowances etc. please contact the school office and we will be able to provide data sim cards, dongles etc.
- Packs of workbooks, exercise books and stationary are available to be collected from school if parents are struggling with internet access.
- Work packs can be returned to school for teachers to assess if parents are struggling with internet access.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- Seesaw
- Break-out Zoom rooms.
- Ashperton pre-recorded teaching, also possibly Oak National Academy lessons, Whiterose maths, BBC etc. and video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

# 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?

In this section, please set out briefly:

- We all face a very challenging time dealing with all aspects of daily life and now supporting Remote Learning. We are trying to provide remote learning that will reduce the negative impact, in terms of childrens' academic progress, caused by schools being disrupted by Covid19.
- It is vital that you do your best to support your child at this time to maintain their progress. We understand the challenges, many school staff are parents too. If you need any help or assistance, please contact the school.
- We are adapting our offer in response to parent feedback and we hope to provide your children with the most effective curriculum possible.
- Ensuring your child registers twice daily is important. This is not only a time for teachers to check in on the students and ensure they are able to access work but a time for students to see their peers and retain some sense of normality.
- Teachers are available throughout the day on Zoom and Seesaw. Children should not struggle at home but be encouraged to contact their teacher through the mediums stated.

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

In this section, please set out briefly:

- Pupils' engagement with remote learning will be checked twice daily at registration and Zoom interactions. Submission of expected work will also be monitored daily.
- Those children finding it difficult to engage are encouraged to remain in the Zoom room with the teacher for small group teaching
- If engagement is a concern, parents will be contacted by their child's teacher via Seesaw, e-mail or telephone call. If the level of concern increases, or if we become concerned that we haven't 'seen' a child on zoom without good reason, the headteacher will try to make contact and if necessary, make a home visit.
- Those children persistently not engaging in online work may be invited into school.

## 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:

- Feedback and assessment will be ongoing. Feedback will take the form of real time support in Zoom session and in Zoom rooms. Some feedback will be to the whole class whilst some will be on an individual basis.
- Seesaw will be used to provide a platform for feedback from teachers and also from children and parents.
- Socrative/Kahoot is being used to test children's knowledge, recall and understanding
- Children will take part in recall sessions as part of their daily maths lesson
- Questioning will be used live Zoom sessions

## 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:

- Remote education for pupils with SEND will be differentiated to meet specific needs and individual support will be provided via Zoom breakout rooms.
- Pupils in Year R and 1 use the same platforms as the rest of the school (Zoom, Seesaw), ensuring continuity and familiarity within families. Activities set often have voice recordings, video explanations from the teacher and/or video links to online resources, which support children working more independently. Activities are set clearly in a virtual classroom, with hyperlinks taking users to that activity. These activities can be worked through during the day, allowing flexibility within families. One to one and small group work supports individuals. Feedback is often given verbally to enable children to access this independently.

## 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?

All children, in the current situation and learning remotely will be delivered the same curriculum as would have been delivered in usual circumstances. This is the same for those children in school and those at home. When we return to school, those children self-isolating at home will be provided with the same or similar activities for literacy and numeracy as those in school. Online platforms and tasks which are used daily in school, will also be accessed at home, such as ‘Squeebles’ spellings and TTRock stars. In the afternoons children are provided with project based activities that link to our school curriculum. These are uploaded on to seesaw as your child requires them.