

Remote Education Provision: Information for Parents/Carers Jan '21

This information is intended to provide clarity and transparency to pupils and parents/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?

Video tutorials will be set up as soon as possible after the announcement is made to close schools. This has always been done in time for the first day of learning. These are accessed via the school website.

Daily Morning Zoom calls between the teacher and their class to do the register, address any common misconceptions from the previous days learning, lay out the learning for the day and allow children to talk briefly about what they have been doing/share a piece of work/show everyone something they are proud of. Included in this is a weekly live story session and a Friday quiz. Retrieval practice also features in many Zoom calls.

Video tutorials covering ERiC, Maths and Topic/English. Other foundation subjects covered within Topic/English.

Children all have a log on to TTRS (Times Table Rock Stars) and are expected to log on each day and complete activities.

Daily assemblies from the SLT, including setting the weekly theme, reading and age appropriate safeguarding information. The assemblies are designed to motivate and inspire children. A Stars of the Week assembly occurs every Friday to celebrate good examples of work. Some will be live.

Projects are available for children to dip into which each year group has planned with direct links to learning that would be currently be happening in that year group. In addition, there are more general projects for children to access if they wish.

Health and wellbeing resources are available to help parents and children deal with mental health challenges.

Interventions for groups by TAs and teachers are being offered, and 1:1 sessions for children with an EHCP and other children with SEND, as approved by the SLT.

Kris Hatton's PE sessions encourage the children to get active at 1pm every day.

Teachers phone children who did not attend the morning Zoom meeting. Follow up emails and messages are sent.

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.

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, foundation subjects are taught through topic, and in some cases through ERiC, so there may be some compromise in the coverage. Specialist weeks are planned eg. Mental health week learning and lessons devoted to Charity Week which we normally run in school around this time of year (Spring term).

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 2	We aim for the children to have 4 hours of learning a day. A timetable is suggested to give children some structure to their day. The daily Zoom calls are set but the rest of the day can be structured around the family's day. We feel this is more inclusive.
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Accessing remote education

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

All videos (assemblies and lessons) are uploaded onto the school website, at least one day in advance.

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:

Devices have been loaned out to families who are in need (with a loan agreement in place.)

Parents are encouraged to make contact with the school if they are struggling. (Teachers inform SLT if parents are indicating that there may be a need in the household) Packs of printed work have been collated and can be issued if children are struggling with the online work set. Teachers are offering intervention groups (and some friendship groups) where there is a need.

Regular letters are written to parents from the Headteacher to update about current events. Heads of Year also send out weekly reminders and information about upcoming events.

Parents can use the drop box outside the school to submit packs of work or pick them up. If they cannot leave the house, members of staff will drive them to the household.

How will my child be taught remotely?

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

- live teaching (online lessons) for short sessions with the class teacher or a TA.
- recorded teaching (video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- short-term project work and/or internet research activities in some cases, where appropriate.

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?

Teachers set their expectations in a weekly email and/or the daily Zoom for work to be submitted for that week. Children are expected to engage with the learning and encouragement is given where this is not happening. Adjustments and support are given.

Parents are encouraged to follow the timetable set by the school but the desire is not to tie families down to certain times and the learning can happen at a reasonable pace. As new learning is posted every day, though, it is important for children to complete work set on the day it is set.

Answers are given in the video tutorials and children are asked to mark their own work. Teachers ask parents for certain pieces of work submitted on a certain day so that workload does not become unmanageable. Parents take photos of the work completed and email this into the teachers to send feedback.

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

Teachers send daily emails to parents/children giving feedback/praise/pointers to the children on their work. Common misconceptions are often addressed during the morning Zoom call or a follow up intervention.

Where there is a concern, teachers will email or phone the parents and inform their Head of Year and/or SLT who can offer support and advice.

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:

- Daily feedback is given to the children on their work via email and in phone calls, where appropriate. Teachers generally use pink and green feedback. Pink for praise and green for growth. If children submit written physical work as opposed to digital, this feedback can be given in an email or by phone/Zoom as appropriate.
- If a teacher is on site supporting a bubble, feedback is given to the whole class addressing common misconceptions.
- A Friday quiz on the week's work assesses the children in a fun and interactive way. Some classes do quizzes more frequently.
- Teachers can assess children's understanding during Zoom calls in a non-verbal way as they would in the classroom, eg. Thumbs up/down to show confidence, hands on head if you agree, etc.
- During the daily Zoom calls children are reminded that parents can email in with any queries or questions.

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:

- We recognise that children with an EHCP and other SEND needs (children with an ILP – Individual Learning Plan) may need a different approach and this is agreed between the Inclusion Leader, the class teacher and the parents. TAs/Teachers are running individual and group Zoom interventions.
- Follow up calls are made to see if additional support is needed.
- Work packs are created for those who are finding it difficult to access the online learning.
- Inclusion Leader runs a DS Zoom Club weekly for children with dyslexia or dyslexic tendencies. This celebrates differences and aims to build confidence. Strategies are also shared for difficulties with spelling, reading and writing. Guest members of staff often drop in to inspire and engage.
- Children on-site have carefully planned staffing so that they are supported by familiar adults who are trained to cater for their specific needs.
- Specialist services are still being engaged with eg. Speech and Language therapy, Ed Psych consultations, behaviour support and play therapy.
- Lexia licences have been purchased to enable wider access for children to be able to catch up.
- SEND and vulnerable children have been prioritised for devices to use at home for learning.

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 a child is isolating for a reason other than that they have had a positive test result themselves and are unwell, they are expected to continue the remote learning provided. If they are unwell, they should not be doing any work until they are well enough.