

Remote education provision: information for parents (Primary Phase, Years R-6)

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 section.

1. 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?

In the event that all pupils being sent home, or all those in a year group 'bubble', work will be set via Google Classroom platform / app. This platform has been in use for a while for setting homework and all pupils have their own unique username and password. The work set is for children to complete independently for the first two days. This may include work set via other online learning platforms for example MyMaths. During this time, the school will plan for the delivery of a programme of live and pre-recorded lessons – see section 3 for further details.

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 will be following the same curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, the practical features of Science, Art, Music and PE, curriculum plans may need to be modified and reorganised to focus on some of the theoretical aspects of the subject. When the children return to face-to-face teaching at school, this will resume as normal.

As an example, PE lessons will continue, but with weekly suggested activities that involve daily exercise routines and that require less equipment.

Weekly activities will also be set to ensure that children are focussing on looking after their wellbeing and live sessions may also focus on PSHE to support this. An ongoing cycle of phone calls home by staff will take place to enable the school to support families.

2. 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:

5 hours a day, consisting of 50% live lessons and 50% independent learning tasks.

- Live lessons will follow the normal input a class teacher will carry out during school, this may be 10 minutes shorter or longer dependent on assessment for learning.
- Independent learning tasks will be set before or after a live lesson. Ideally these should be completed to enable children to benefit from the live sessions for that subject.
- Additionally, children are expected to continue with reading every day, recalling timetables/phonics and spelling practice.
- Homework will still continue to be set however will be to encourage children to work on some “unplugged” activities and not “online”

3. Accessing remote education

How will my child access the online remote education provided?

All live lessons are delivered via Zoom and all links are posted before the lesson.

All independent learning tasks are set via Google Classroom; children should also submit most work using this platform. This could be directly or by taking a photo of work that they have produced on paper.

Some independent learning tasks and assessed assignments are to be completed on a range of online learning platforms, including:

- All subjects www.thenational.academy/
- Maths www.whiterosemaths.com/homelearning
- Lockdown learning www.bbc.co.uk/bitesize/this-terms-topics
- Phonics www.phoncisplay.co.uk
- Reading www.acceleratedreader.co.uk

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 children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

The school will lend laptops and/or internet dongles to families with pupils who are unable to access remote education. Priority will be given to pupils eligible for free school meals and vulnerable pupils who are unable to attend in-school provision. In the first instance parents should contact their child's class teacher. Mrs Franciosa (Head of Primary) coordinate the distribution of laptops to families. *Please note that parents are required to sign an agreement outlining liability for damages to or loss of school laptops and dongles.*

- The school has a limited number of laptops and dongles available. In the eventuality that the school has no further equipment to lend to families, pupils who are unable to access remote learning will be designated as 'vulnerable' and invited to join the in-school provision for the children of critical workers and vulnerable children – see below.
- In a few exceptional situations, the school will provide writing resources, exercise books and other hardcopy resources for pupils in place of, or to supplement, remote online learning. These resources will be sent via Royal Mail, or parents can opt to collect them from the school reception. Pupils can submit work to their teachers in the same ways.
- When pupils are having difficulty logging into Google Classroom or any other online platform, support can be obtained by emailing the school office primary@edact.org.uk

The Primary staff are also responsible for the in-school provision for the children of critical workers and vulnerable children which will be staffed by TAs and at least one member of the Leadership Team. The focus will be on ensuring that children can access and participate with 'live' online lessons and continue with the remote independent tasks set on Google Classroom. The latest guidance can be found at [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/children-of-critical-workers-and-vulnerable-children-who-can-access-schools-or-educational-settings)

How will my child be taught remotely?

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

50% live lessons and 50% independent learning tasks (5 hours per day):

5 hours a day, consisting of 50% live lessons and 50% independent learning tasks.

- Live lessons will follow the normal input a class teacher will carry out during school, this may be 10 minutes shorter or longer dependent on assessment for learning.
- Independent learning tasks will be set before or after a live lesson. Ideally these should be completed to enable children to benefit from the live sessions for that subject.
- Additionally, children are expected to continue with reading every day, recalling timetables/phonics and spelling practice.
- A variety of online learning platforms are used to set independent learning tasks, but are also a rich source of information for children – see section 3.

4. 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?

As a school, we are aiming to provide a structured teaching and learning programme following the school's existing curriculum. Children are expected to:

- Attending all scheduled live lessons – invitations will be sent via zoom
- Attempting all independent learning tasks, and submitting completed work

Parents can support their child by ensuring that they have:

- a quiet space to work, if possible
- all the necessary stationery and equipment (teachers will inform you of anything else they need)
- access to appropriate internet-connected technology. See page 3 for details of how the school can support with this
- an established routine that matches the school timetable (class teachers will give you models of this)

Parent must supervise their child during live lessons and check that they have completed and submitted work

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

Teachers will record attendance at live lessons daily and monitor the work that has been submitted. In addition, all behaviour concerns will be highlighted.

Poor attendance or the submission of work will be followed up by class teachers in the first instance by phone calls to parents and then followed up by senior staff.

In addition, teachers will do regular monitoring on the completion of independent learning tasks, and contact parents by phone if there are any concerns about engagement or progress in a particular subject.

Staff will carry out a cycle of welfare calls to their children, focusing on engagement with live lessons, completion of independent work, and pastoral support.

Pupils who continue to struggle to attend live lessons and complete independent learning tasks will be invited to join the in-school provision (see page 3).

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 pupils. Our approaches to feedback to pupils include:

- whole-class and individual verbal feedback during live lessons that leads to gap tasks for individuals where necessary
- daily private comments on work submitted via Google Classroom that leads to gap tasks for individuals where necessary
- quizzes / short tests marked automatically via digital platforms – see page 2.
- written feedback (at a frequency outlined in our Feedback and Assessment Policy) on the weekly assessed assignments submitted by children

5. 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 by:

- Providing additional support and live intervention lessons for small groups of pupils with specific SEND
- Providing support for parents to develop their capacity to provide the necessary support for their child during remote learning
- Inviting pupils who are struggling to access remote learning due to their SEND to join our in-school face-to-face provision – see page 3.

6. Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their class 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?

The school will provide daily work (for up to 8 school days) set via Google Classroom platform / app for children to complete independently. This may also include:

- work set via other online learning platforms – see page 2 for further details
- work set from hard copy resources set by the school
- the opportunity to remotely join a lesson taking place in school, if the technology allows in the future.