

## **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.

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?**

A pupil's first day or two of being educated remotely might look different from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote teaching. This will include reviewing long term and medium term planning, re-planning written tasks, recording audio and visual prompts, checking staffing levels and ensuring all staff have the necessary resources to work at home. As we use the online learning platform Seesaw, staff will upload learning by 10am on the first day of remote learning and at 9am daily after that.

### **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 teach the same curriculum remotely as we do in school, wherever it is possible and appropriate. All subjects, apart from RE are being covered. We will continue our RE programme of study when in school, as this can sometimes be difficult to teach objectively. Music and Art continue to be planned by specialist teachers, who have access to Seesaw, to ensure long term access to high quality provision, even when it is remotely taught.

We continue to use our highly effective PSHE planning scheme Jigsaw for our online learning, however we cannot use the resources created by them, due to copyright laws. These are replaced by resources produced by teaching staff to compliment that session.

We have needed to make some adaptations in some subjects. Teachers have been encouraged to look closely at Enquiry learning to ensure parents may be able to access it. For example, where the Year 1 Big Question focused on the Titanic, this has now been changed to a Scientific Enquiry on familiar topics such as 'Animals and Humans' and 'Seasonal Change' to allow for practical work that could be completed at home, instead of the need for historical artefacts and the normal, planned final experience of a first and third class passenger afternoon tea/below deck meal.

## **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, independent work and reading) will take pupils broadly the following number of hours each day. Children would normally be in a class of 30 children with two or more adults, so we are mindful that some children may take less time depending on ability when working 1:1 or independently, with no need to stop for reviews, plenaries and in-class assessment or re-grouping.

<b>Key Stage</b>	<b>Length of Time</b>	<b>Suggested Activities and Timings</b>
EYFS	2 to 3 hours	Phonics: 30 minutes Sharing a book with a parent: 20 minutes Maths Task 30 minutes English Task linked to a key text: 30 minutes Child Initiated from Continuous provision document: 1 hour+
Key Stage 1	3 hours	Phonics or Spelling: 30minutes (separated into various activities) Maths: 40 minutes (separated into various activities) English: 40 minutes (separated into various activities) Foundation/Creative Subject: 40 minutes Oxford Owl or IXL Maths: 20 minutes Sharing a book: 20 minutes
Key Stage 2	4-5 hours	Reading: 40 minutes English: 1hour Spelling: Additional 15 minutes a day in addition to English session Maths: 1 hour Foundation or Creative subject: 1 hour Free reading: 30 minutes per day TTRockStars/ IXL Maths Practice: 20 minutes. Next steps from previous day's learning: 20 minutes.

## **Accessing remote education**

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

We are using the established online learning platform Seesaw to plan and present our curriculum to your child. Since launching Seesaw in April 2020, we have used the platform consistently. On the full reopening of schools in September 2020, we continued to use Seesaw to set homework, giving children the option of completing at home or in school at lunchtimes for access and support. This has meant that families have continued to use the same platform, with the same style of log in and teacher response.

Seesaw can be accessed as an app on any smartphone through Seesaw Class. Some families are choosing to use the device as a visual aid, setting up the audio or film clips and then asking children to record on paper and upload these as pictures. Other families have been provided with daily work packs so that the QR code can be used to upload a response, or a response can be emailed in.

## **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. All children are expected to use Seesaw to complete learning. Where this is not possible, due to house moves, lack of Wi-Fi, device sharing etc. then a pack can be collected daily or delivered if the family are isolating. The work should then be uploaded to Seesaw when convenient that day, or emailed to the school office who will then distribute to the relevant teachers. In the unlikely event that there is no access to WiFi or mobile internet (3G/4G/5G) in the home, then work packs can be returned and teacher will upload the work to the pupil's Seesaw Journal to keep a record of learning completed.

During Covid, 19 Dell notebooks were secured with a further grant provided by a local church to purchase small tablets. A user agreement has been written, must be signed and will be included with the devices, which draws on guidance and our own Acceptable Use Policy 2023/24. This includes reminding parents/carers that the laptops are the property of the school and are only to be used for children's school work.

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

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

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

- Recorded live teaching (e.g. video/audio recordings made by teachers or from other sources such as Oak National Academy lessons).
- Daily feedback from class teachers and support staff as children upload work.
- Printed paper packs produced by teachers which follow the same learning as on Seesaw that day- these can be collected daily from the front gate.
- Prompts to use TTRockstars and IXL Maths in competitions and whole class activities. •
- The use of uploaded pages of our phonics books to support Read Write Inc teaching and Mr. Booth's Whole Class Reading
- Commercially available websites which support the teaching of specific subjects or areas, including video clips or sequences, such as Literacy Shed, White Rose Maths, The Oaks National Academy, BBC Bitesize Homeschool, Read Write Inc.- amongst others.

We continue to use high quality resources matching the normal classroom provision. Teachers are still using texts planned on the Senacre Wood Primary Book Map, alongside resources from recognised sites. We believe a blend of these resources mapped to targeted teaching and our recovery curriculum is best practice, rather than selecting one single resource to use.

## **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?**

We set four formal lessons a day and expect these to be completed to the best of your child's ability. If the work is too difficult, pupils or parents can comment on learning for advice and the level of challenge can be adjusted. We expect children to log on daily, as if they were at school. You may find it helpful to engage with a daily set routine, especially if you have more than one child learning online, e.g one sibling completing work in the morning whilst the other has free time. We appreciate that many parents may be working from home. If this is the case, then this should be communicated to the school, with the days that work can be completed stated. It may be that a work pack for independent learning can be provided for some of the week. When complete, work should then be uploaded to Seesaw or sent to the class teacher via the app when convenient that day, or emailed to the school office who will then distribute to the relevant teachers. If this is not complete a text is sent home

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

We keep a daily record of children's engagement. All class teachers mark off which pieces of home learning have been completed. Designated Safeguarding Leads are informed by Tuesday afternoon if there has been no learning that week, or immediately if the pattern of working has changed. A log is kept of calls, texts and responses to families. If there is no response to the text or improvement the following day, a call is made by the Family Liaison Officer who will check that the family do not need any technical or educational support, and are all well. Class teachers may also call.

If little or no work continues to be completed, then this matter is passed to a member of SLT. If there is no reply on any given number, we would follow our existing attendance procedure from this point and complete a home visit to ensure the family are safe, notifying the family first via voicemail and text message. A formal letter may also be sent at the end of the week if there has been a period of inactivity, but this will not be used in lieu of contact being made. In extreme cases, where we cannot reach a family, we may log a police welfare check, complete a referral to Children's Services or contact the SLO (Schools' Liaison Officer).

As ever, the wellbeing and safety of all our families remains our top priority and we expect parents to communicate any concerns or issues to us in a timely manner so that they can be resolved and contact can be established.

## **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:

- Pupils will receive daily feedback on their work. Staff will use professional judgement to decide whether to mark onscreen using green and pink, adding text boxes to work, or whether to leave a comment.
- Teachers may collect marks in from quizzes and short tests for later assessment or may ask children to reflect on their own or others' learning, via the class blog.
- We will use the work submitted to assess and plan for further the work scheduled the next day, which often needs altering daily after children have completed tasks, and also how work is presented going forward.
- Children may be asked to edit writing, correct work using the 'send back' option on the approval system or try another level of challenge if they can.

## ***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.

Where possible, Children with EHC Plans are encouraged to attend the school setting. EHCP provision is delivered wherever possible, including arranging and facilitating online links with therapists. Where it is not possible to deliver an exact intervention, replacement support/activities that work towards EHCP targets are used and this is noted on the plan. When a child with an EHCP is not attending the school, work is provided to support the child's individual outcomes and intervention targets. Parent/carers are also contacted weekly to provide support.

Where provision is not taking place and there is concern regarding long term effects for a child, the local authority will be notified. Where a child normally has interventions and guided groups within the classroom setting, work posted online will be differentiated according to ability. Where possible, the class teacher will ensure that learning is on the same topic or area but children will be directed to different tasks and levels of access, so that the child is not singled out. Teachers will record themselves reading the instructions to remove the barrier of having to comprehend written directions

### **Remote education for self-isolating pupils**

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education 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. Where possible, we will endeavor to set the same learning in class as pupils are completing at home, especially if they are self-isolating awaiting a test result, and their isolation could end in a few days. In the case of pupils needing to isolate for a prolonged period, we will again endeavor to provide the same work as in school, but it may be that some subjects differ and teachers may use the opportunity for consolidation of what has been taught face to face recently for assessment purposes. Feedback will be given out of school hours, after the marking and feedback has been completed for the rest of the class. There may be times when a different member of staff is providing feedback online, to support the workload of the class teacher having to provide blended learning.

### **Complaints Procedure**

If you are unhappy with a piece of learning set, please contact your child's class teacher via the Seesaw app, so that measures can be taken to adjust the work. If you would like to discuss issues further please make a telephone appointment to speak to Mrs Dixon, Deputy Head and Teaching and Learning Lead. In an instance where you feel that your issue has not been dealt with effectively by school staff, our school complaints procedure can be requested from the main office.

