



Remote education provision: information for Parents / Carers

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.

N.B. It does not apply for situations where there is a partial class lockdown and the teachers are engaged in everyday classroom teaching.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

This document is a summary. Our "Remote Learning Policy" and more detailed information is available on our website.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

When the school is in a general lockdown position, we will switch **immediately** from school learning to remote learning without even a day's delay. There will be no difference between long term expectations and what occurs in the first few days. This is because our learning platform "Seesaw" is known and used in class. There is familiarity with its functions and interactivity.

For those reasons, remote learning is compulsory from day 1 and the school will keep registers of engagement and the quality of work submitted.

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 possible and appropriate. The children are familiar with the "All, Most Some" approach and this allows work for all abilities to work at their own level of understanding.

However, we make some adaptations in some subjects. For example, we will make use of video clips from external websites such as "White Rose" and "Oak Academy" which we do not use in school.

- We may alter the content of, for example, Art and Design and Technology, so you can use materials that are more commonly available in the household environment
- We may set more investigative and research work in Science because true experimentation with controlled variables maybe more difficult in a home environment
- We may also set Geography work that has more relevance to the local environment that is readily accessible
- We will not be able to set instrumental work in music, but we will use "Charanga" online learning
- PE will be via signposting to high quality remote provision and in lockdown will focus on personal fitness and dance rather than team games, technical gymnastics and content that needs specific equipment

Four hours of home learning is not as long as the school day, so subjects that are taught in the afternoon will be on a rotation basis.

Friday afternoon is ring fenced as family time and teachers planning and preparation time and no work will be set.

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 1	Year 1 – 2 hours per day Year 2 – 3 hours per day
Key Stage 2	4 hours
N.B. These are Government minimum guidelines and we are obliged to provide this. However, each child is an individual and will take different amounts of time to complete work – this is normal and these timings can only ever be approximate. Each English and Mathematics lesson in the morning is intended to last an hour, so this can be used as a rough guide for how long your child has to work for. There may be small variations per day. On some days they will fly through the content and on other days they will make slower progress. This variation is normal in any classroom.	

Accessing remote education

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

We use Seesaw online learning platform. You will have been sent a QR or login code by the MarvellousMe app. Your child's work is set by one of their year group teachers wherever possible. It is essential that you have the MarvellousMe app set up on your smart phone, tablet or PC as this is our chosen method for general communication. Communication during the day about learning will be through the Seesaw app.

For those new to speaking English, we may set separate activities on "Learning Village".

If your child is unable to access the content of the lessons because of a Special Educational Need, we may provide separate activities, potentially on paper.

Paper based copies are also available for those who do not have IT capacity at all. N.B. paper based learning is not interactive with the teacher, so is less desirable than online learning. Only ask for this if there is an absolute need. Due to parental requests via our survey, we will not set "live learning". There will be many video clips and activities to complete, but these can be accessed at any time of the day.

We do however insist that wherever possible work should be completed on the day that it is set. We will not mark or interact with work submitted late i.e. after the day that it is set. If you complete work in the evenings, it may not be responded to by the teacher until the next day.

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:

We have been allocated 25 laptops (in addition to 2 for vulnerable pupils last term) by the Government to assist with home learning for those who do not have devices. We have allocated them in line with DFE guidelines below.

DFE Guidelines

- Disadvantaged children in Year 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
- Disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable
- Disadvantaged children in any year group attending a hospital school

If there is a tie break to the DFE requirements we will allocate them as follows :-

1. Disadvantaged pupils who have stated that they have no device that can access Seesaw in the home
2. Disadvantaged families who have told us that they cannot complete online learning because of ratio of compatible device to pupil (ranked by ratio)
3. Disadvantaged pupils who have compatibility issues e.g. only have a smart phone or a tablet with limited functionality on Seesaw (work can be done on paper and photographed)
4. Disadvantaged pupils who have the highest level of Special Educational Needs where a laptop will significantly improve their engagement with home learning
5. Disadvantaged pupils who are deemed vulnerable by the school and did not receive a laptop last time and have been having difficulty with online learning

There will almost certainly not be enough laptops for all of those who need / request one. The school will allocate them based on the information that we have available at the time of distribution. If families have not engaged with the school responding to messages or answering telephone calls, we do not have the information we need to allocate and you may not be allocated a laptop. Once the laptops have been allocated, the school will not withdraw them from homes already allocated unless they are not being used, even if a family's circumstances change.

All laptops are allocated on a loan basis and remain the property of the school. They are also loaned with a signed agreement that must be adhered to e.g. acceptable use.

Paper based copies of the lessons are also available for those who do not have IT capacity at all. N.B. paper based learning is not interactive with the teacher, so is less desirable than online learning. Only ask for this if there is an absolute need. This is available for collection on Monday morning. Work can be submitted for marking Monday of the next week as a minimum, or as often as you can justifiably visit the school. N.B. any paper from home to school will be quarantined. It will be marked for collection by an agreed date and time.

How will my child be taught remotely?

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

Engagement and feedback

What are your expectations for my child's engagement?

Pupils

- Engagement with remote learning is compulsory
- We expect pupils to try their best and to apply what they have learned in school
- We expect very similar standards to those produced in school and feedback will be given as a reminder if teachers are disappointed with the quality of the work
- Behaviour should be as good as it is in school and should adhere to our online code of conduct

What are your expectations for the support that we as parents and carers should provide at home?

There are so many different home scenarios that it is impossible to impose certain procedures or tailor expectations to individual circumstances. Do your best as far as your circumstances allow.

Basic non-negotiable expectations

Read app messages. Use the logon or QR codes to check that your child's devices are compatible with Seesaw (most are). Encourage your child to log on every day if possible to do their home learning. Encourage your child. Praise your child.

Procedures that will ensure quality

Read app messages and interpret them for your circumstances. Familiarise yourself with Seesaw (your child will show you). Watch your child do some of the online learning – ask questions and know that they are doing their best. Check that they have submitted the work and responded to their teacher's feedback. Encourage them to send messages to the teacher. Never do their work for them.

Interest that will push your child to higher standards

Help your child if they are stuck via the 3 P's - **Pause** – **Praise** – **Prompt**. Do not jump in too quickly. Give them thinking time. Let them struggle a bit. Never do it for them or tell them the answer, their teacher needs to know that they can't do it. Encourage them to be specific about what they do not understand. Use our website for our calculation policy (methods used to work our calculations).

Go further than the online work that we set. Look up "Philosophy for Children". Read avidly and discuss the motives of characters in the books. Play with numbers. Use BBC Bitesize to study above and beyond expectations.

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

A teacher or member of support staff is online between **09.00 and 15.00 each day**. We see the work submitted and respond online as soon as possible. There may be a delay if lots of children post at once. Beyond 15.00 teachers may respond but this depends on their own work life balance and the need to plan tomorrow's learning. Work handed in late (the next day will be read but will not be marked).

If there is a concern with the standard of work the teacher will give feedback on the platform.

Don't be surprised or shocked at the level of challenge – that is what we do every day in the classroom.

If your child does not engage at all we will send a **MarvellousMe message** to the parent / carer. If there is no response to this we will attempt to **telephone** you. If we cannot get through we may do a "welfare check" **home visit** if regulations allow. A social worker (if you have one) or an Educational Social Worker may also conduct home visits. Your child may be marked absent if they do not engage with home learning.

How will you assess my child's work and progress?

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:

Your child's teacher or Teaching Assistant will **read** your child's work. If all is OK and your child has demonstrated learning, a simple **positive acknowledgement** or praise may be given. Sometimes a pupil may be told to **re-read** something or **try again** if there has been a simple inattention. If there is a misconception that needs explanation, you can expect a member of staff to explain.

Sometimes pupils seek attention un-necessarily. Sometimes pupils need more emotional support to "have a go" and be prepared to get it wrong. Sometimes pupils hate being corrected and like to work it out for themselves. We know your child! Feedback will be appropriate to your child's needs and learning styles. One size does not fit all!

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:

Children with an Educational Health and Care Plan will be invited to attend school unless they are "critically vulnerable" or "vulnerable" (or shielding in some circumstances). This will be negotiated with you as parent / carers.

Wherever possible, we will set learning on Seesaw. The easier work is in the "All" section and all but a few should be able to practice and reinforce skills in this section. "Most" should be attempted by most of the pupils and "Some" is extension work IF they have made good progress with the other sections. All three sections are NOT compulsory. If your child has a Special Educational Need or Disability and is working at a level significantly lower than age expectations (below the "All" section), your child's teacher may set bespoke work individual to them.

We will work with you by :-

Allowing you to telephone your child's class teacher, Miss Wigley our SENCO or Miss Evans our Inclusion Leader for help and advice.

If you have contacted these people and still do not feel supported, please contact Mr. Murphy the Headteacher and he will broker further support, or suggest a different approach until the support is deemed reasonable. There are however times when no matter how good the quality of material sent home and the support, your child may crave the human contact of a known teacher. We understand!

Younger pupils

In Nursery and Reception, teachers will use simple recordings of themselves to stimulate engagement in songs, rhymes, counting, creating thinking or creative activities

Pupils with a social worker or deemed "vulnerable"

Your child will be invited to school and will do the learning activities here unless they are medically vulnerable. You will be encouraged to send your child to school.

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?

In our Remote Learning Policy on the website, we have set work that can be completed at home without the direct day-to-day and live involvement of a teacher in school e.g. Times Tables Rock Stars and Spelling Shed.

When the school is open to all pupils, all teachers have full day teaching commitments with the usual marking and preparation demands. We do not have class teachers free, so we have to limit expectations to what is possible.

Top Tips (after week 1 and 2)

- Turn **notifications** for MarvellousMe ON so you get real time messages
- Don't automatically believe your child if they say they have done their work – **check**. Many pupils have not been telling the truth
- Encourage your child to read the "Teaching Slides" or watch the videos **before doing the work**
- Encourage your child to read instructions carefully and independently, possible highlighting the adjectives in their mind. Most corrections that teachers are making are because the pupil has not **read details properly**. This is good practice for SAT tests when they are not generally allowed help
- Encourage them to add detail to their request for help – **avoid "I don't get it"** kind of requests
- **Timetable** your device(s) so all of your children have their turn (gaming may need to be minimised during this period)
- **Writing** is the most difficult lesson to teach remotely. The work submitted so far has been in nearly all cases below the standard produced in school. The handwriting has been poorer, grammar has sometimes been text speak, vocabulary choices have been too simple and the amount of work isn't even half what would be produced in school. In order to make this better :-

A. Consider buying 7mm A4 lined paper from the supermarket (KS2) and photographing the work for submission

B. Follow teacher's guidelines for minimum length

- C. Ensure that your child reads the success criteria and that the writing fulfils this demand
- D. Ensure that your child responds to the teacher's comments
- E. Sit at a desk or table with two feet on the floor with good posture