

# 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

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

Seesaw and Google Classroom will be ready for remote learning from day 1. Staff will ensure that there is a suitable morning message to outline the expectations of the first day's work and ensure work is suitably explained.

### 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. However, some adaptations will have been made in some subjects. For example, Design technology, Art and Design and Music will rely on specific resources from school. Amendments to the curriculum will be considered to make the lesson objectives workable for home learning.

## 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	3 hours a day if followed at a usual classroom pace.
Key Stage 2	4 hours a day if followed at a usual classroom pace.

## **Accessing remote education**

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

Children will access remote learning through Seesaw app from Nursery – Y4 (logins have previously been supplied and used as part of normal classroom practice) and Google Classroom in Y5 and 6 using their own @ashleighprimary.net login (these have already been used by children in class and are familiar with the process of logging in and using the necessary apps).

### **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:

Families can request a laptop / chromebook / tablet by contacting the school office.

Where possible we will ensure all families have online access and where possible. The school will also try to offer support where a number of siblings are sharing one device to access home learning.

Printed paper packs of home learning materials may be offered where there is no alternative.

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

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

- In KS1 we teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers may feel at times they need to adapt certain lessons or topics so that they are more suitable for remote learning however the planned curriculum objectives will broadly remain as had been intended.
- In EYFS and KS1, children will need adult support to access their Seesaw online platform and learning activities. Parents are still not expected to take on the role of a teacher, therefore, learning activities will be planned in a way which parents can easily share with children.
- At least 2 daily tasks will be shared on online platforms which are intended to meet the minimum expectations of 3 hours learning if they were completed at a normal classroom pace. These will include:
  - ✓ One maths activity
  - ✓ One English activity (these will often include daily reading opportunities and phonics practise)
- In addition to this, other suggested activities, linked to the class topic, will be shared on either a weekly or daily basis. Families can then select which activities they would like to complete throughout the week. They will include opportunities to cover other areas of the curriculum such as Science, Music, Geography, History and PE.
- In KS2 we teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers may feel at times they need to adapt certain lessons or topics so that they are more suitable for remote learning however the planned curriculum objectives will broadly remain as had been intended.
- In KS2, learning activities will be planned to enable children to access them independently. Parents will not be expected to take on the role of a teacher.
- At least 3 daily tasks will be shared on online platforms and these should meet the minimum expectations of 4 hours work completed a normal pace in class. These will include:
  - ✓ One maths activity
  - ✓ One English activity
  - ✓ One other activity –this is likely to be a reading activity however could also be an opportunity to cover other areas of the curriculum such as Science, Music, Geography, History depending on the curriculum areas for that term.
- Additional online educational games and quizzes which support independent learning may be set where appropriate to ensure we are still offering a broad and balanced curriculum.

## **Zoom Class Meetings**

During school closures we will provide our children with the opportunity to interact with their class teacher and class mates during school closures. We believe these will:

- Provide face to face contact with as many children in the class as possible.
- Help to increase and maintain engagement with the online learning.
- Help to maintain motivation for home learning
- Provide an opportunity for social interaction and in turn help with well-being.

These meetings are not live lessons however may provide teachers to explain certain tasks or misconceptions they have recently identified or answer some questions in more detail than has been possible than through their

## **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 expect children, where possible, to submit work to their class teacher when requested however we understand that may not always be possible.
- We expect children to complete the daily activities where manageable in the home setting.
- We expect children / parents to ask the teacher / teaching assistant for support where needed.

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

- If there is no evidence of a child accessing or engaging with remote learning for 2 days, class teachers are expected to make contact or arrange for contact to be made to offer support. We understand that some children may not be well enough to work at home and some family circumstances may make accessing the learning very difficult.
- Children are heavily encouraged to submit any work completed at home. This could include sharing photos of the work with teachers via online platforms or bringing it to school after an isolation period.
- If children have questions about the work, they can comment on their online platform and a member of staff will respond as soon as possible.
- Staff will contact families through private message function on seesaw / Google Classroom, email or phone to discuss any concerns.

## **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:

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- Teachers may use quizzes (kahoot, Microsoft forms, google forms, Learn By Questions) which either mark automatically or communicate answers to the class teacher as a method of assessing children's progress through the curriculum.
- Teacher's may also use Google Jamboards as a method of assessing prior knowledge encouraging meta-cognition amongst children by reflecting on what they have learned.
- Teachers will aim to offer regular feedback or acknowledge they received all pieces of work.
- Feedback from staff could take the form of a direct message, stream post, phone call, overall mark or as part of wider feedback given in a whole class zoom meeting.

## **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 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:

- Regular phone calls to offer support and mentoring around completion of any school work.
- Printed resource packs.
- Differentiated work which is targeted to the child's level
- Additional textbooks and workbooks where possible.
- Additional videos to support with progress.
- Where a child usually receives THRIVE/ELSA support, these will be conducted over Zoom with their THRIVE/ELSA practitioner.

Where a child is working significantly below the level of the work set and they are still finding work challenging despite the measures above being put into place, bespoke learning projects will be produced. These will be specifically targeted at the child's needs.

In the case of school closure (not for a class isolating), children with an EHCP will still be able to attend school. Regardless of whether a child is attending school or not, a best effort will be made to ensure the provision stated in their EHCP continues. This may involve contact with outside agencies (such as speech and language therapy) and the school will work to ensure this provision is still provided.

## **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?**

Same as above