

## **January 2021 Remote Education Provision: Information for Parents/Carers**

This information is intended to provide clarity to Parents/Carers about what to expect from remote education where national or local restrictions require the entire school, 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?**

Staff will mobilise quickly so that a core of English (reading/writing/phonics), Maths and topic-based learning is provided for the first two days. From then on, we will provide a suggested weekly timetable for pupils. Planning, learning activities and tasks will be shared on the website, in the Learning section, under 'Home Learning'. We structure each learning session with a PowerPoint for each family to work through at their own pace; embedded in the power point will be guidance from the teacher, prompts and encouragement. These resources will also be available on 'Purple Mash' meaning that families can submit completed learning using this platform if they prefer.

### **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?**

Yes. It's important that we cover all areas of the curriculum, just as we would in school and we do that by linking topic work to our reading and writing, for example.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

Pupils in an infant school learn by doing and need first-hand experiences. Much of their learning is achieved by doing and talking.

In Yr R, a whole-class or group teaching session would last up to fifteen minutes and is as interactive as possible. The children would then be directed to their varied learning activities, both inside and outside the classroom. At home, following the input (Power Point, video clip, story) we would expect the child to complete the learning task set, which would take up to twenty minutes to complete. In the classroom, having finished their learning task, the child would be able to choose an activity/game to join, so at home we would suggest a break for play before the next learning task.

In Yr 1, a whole-class or group teaching session would last longer, up to 25 minutes by the Spring or Summer term; again this would be interactive, so that the pupils are not passive; talking with a partner, voting with thumbs up/down, writing an answer on a whiteboard are some ways that we encourage the children to engage with the teaching session. Following this, they would be directed to their learning activity and typically the teacher and learning assistant would work with a small group each, leaving other groups to work independently. This takes time to train the class, supported by structure, high expectations and prompts; in class we use sentence starters for the children to finish, word banks, Maths equipment (counters, number lines, 100 square...) Each group works with an adult or independently on rotation and we give feedback to the children as they work, helping them to improve their work or deepen their understanding within the learning session. Typically they would work at their tables for around twenty minutes, so that the class can come back together to finish the lesson, reflect on their learning and develop their understanding further before the next lesson. In Yr 2, we would extend teaching time and activity time according to the child's ability to concentrate, focus and complete an extended task. Adults continue to work with groups in rotation, meaning that each week, each child works with the support of an adult in some lessons and works independently in others.

### **Accessing remote education**

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

We will provide a suggested weekly timetable for pupils. Planning, learning activities and tasks will be shared on the website, in the Learning section, under 'Home Learning' and organised by class and date. These can also be accessed by Purple Mash, organised by class and date in work folders and 'to do' lists; log in details/guides have been shared with all parents.

#### **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. Packs of printed work have been collated and can be issued if children are struggling with the online work set; a collection point operates by the main entrance to the school office and reading books are available when the weather is dry.

Weekly newsletters are written to parents from the Headteacher to update about current events and share information and reminders.

Parents can use the collection point outside the school to submit work or pick up packs. 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:

- recorded teaching (video/audio recordings on Power Points 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 (eg Phonics Play, Mr Thorne does Phonics)
- 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 letter/planning grid which identifies one piece of learning to be submitted each day, using Purple Mash or by sending a photo of the learning to the class email. 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 suggested by the school but our remote learning is designed to be flexible, recognising that each family has different needs and demands on their time. New learning is posted every day, meaning it is important for children to complete the work set on the day it is set.

Answers are given and parents/carers/children are asked to mark their own work; in class we give feedback as we mark work with the child; for example, we might say 'I like the way you have used because to link these two ideas' or 'You have used interesting words and your handwriting is neat. Have you remembered all of your full stops? Can you read through and find one place to put one which you missed?' or 'Let's talk through question 4 and see if we can see where you went wrong-we can correct it together' so that misconceptions are spotted and talked through.

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

- Daily feedback is given to the children on their work via email, through Purple Mash and in phone calls, where appropriate. Teachers generally use green ink for marking/feedback.

- If a teacher is on site supporting a bubble, feedback is given to the whole class addressing common misconceptions.

### **What about children with Special Educational Needs?**

Work can be adapted and broken down into smaller chunks if necessary; specific guidance has been given for specific children-for example making a learning task practical and using smaller numbers, such as calculating change from 10p using known number bonds to 10, for example.

Some children with additional needs have been invited to attend school, so that targeted support can be given by school staff.

### **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. Our approach to feeding back on pupil work is as follows:

- Work marked on completion by parent/carer/supervising adult
- Emoji/gif sent to child
- Email to parent and child with specific feedback and development points

### **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.

Assuming the pupil is well enough to engage with learning, remote learning will be emailed to the family with tailored support each week.

### **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.