

## Remote Education Offer Spring 2021

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 year groups, group bubbles or the whole school to remain at home.

### 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?

Home learning activities will be set using the

- **Seesaw** digital learning platform for children in Years 1 to 6
- **Tapestry** online platform for children in the Reception Class

### 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 provide **daily home activities** related to the children's learning in **literacy and numeracy**
- There will also be **daily or weekly activities** set in a range of the **foundation subjects** and RE, sometimes linking to the class half termly or termly cross curricular topic (History, Geography, Science, Computing, Art, Design and Technology)
- Opportunities will be provided for **Music activities** and lessons through the Charanga music platform (for which the school has a subscription)
- Suggestions for weekly **Physical Education activities** will be provided, including those on the IMoves platform (for which the school has a subscription)
- Tasks and activities on Seesaw will be prioritised and **clearly labelled as either core or extension ('more')** to help children and parents to know which to complete first or as high priority
- Children in the Reception Class will receive weekly activities supporting learning in **literacy, maths, phonics** and the **current topic** on Tapestry.

### 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, online activities and other independent work) will take pupils broadly the following number of hours each day.

It is important to remember that children learn in different ways and work at different speeds making these expectations of teaching time guidance only.

<b>Early Years Foundation Stage</b> Reception Class	2.5 hours per day
<b>Key Stage 1</b> Years 1 and 2	3 hours per day
<b>Key Stage 2</b> Years 3, 4, 5 and 6	4 hours per day

## Accessing remote education

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

#### **Tapestry**

Parents of children in **Reception Class** will continue to use the Tapestry online platform via their personal email address. Tasks and activities are set by the class teacher and parents should upload observations in the form of videos, photographs or written comments.

#### **Seesaw**

Parents and children in Years 1 to 6 access remote education via the Seesaw digital learning platform app on devices at home. Each child has a unique 16-digit log in code and QR code.

### 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:

- Based on the information collected in the survey of digital provision at home carried out in October 2020, all families with immediate need were provided with a school laptop in the first week of the Spring term.
- School laptops can be loaned to more children in need of support. Parents should contact the school office with a request.
- Parents of children receiving a laptop from school will be asked to sign a loan agreement.
- All families indicated in the survey that there was suitable broadband connectivity in the home. If this is not the case, or if circumstances change, parents should inform the school office and support will be arranged.
- In situations where children are struggling to upload submissions for comment or assessment by a class teacher, printed materials can be provided and delivered by a member of staff directly to the child's home.

## How will my child be taught remotely?

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

- Teachers will use a range of different approaches including: recorded audio clips, video recordings, typed text explanations and instructions
- Links will sometimes be provided to recorded teaching provided by others (e.g. White Rose Maths, Oak National Academy, Charanga Music, IMoves, BBC Bitesize, Seesaw online community)
- Links will also be provided to relevant websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Some children are provided with printed paper packs produced by teachers
- Reading material is available on the Oxford Owl website

## 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?**

### **Children's engagement**

We expect children to:

- log on daily and access the tasks and activities set for them
- respond to teachers' comments on the Seesaw platform
- be prepared to go over and improve on their work in the light of teacher comments
- not to give up on tasks too easily but to challenge themselves
- manage their distractions
- join in with the weekly class online social session via Zoom
- be honest and ask for help from the teacher when they need it

### **Parental support**

We expect parents to:

- help provide a quiet, comfortable place in the home for learning
- help with technical problems a child may have
- to help develop a routine for home learning, with a clear start and end point to each 'school day' at home, including regular breaks
- provide support, depending on the child's age (but not do the work for them !)
- provide reasonable challenge in helping children to overcome difficulties
- take an interest in their child's learning
- inform school with any issues or concerns related to learning
- consider joining the daily collective worship session @ 3.00 p.m. via Zoom along with their child/ren
- not put too much pressure on themselves or their children
- monitoring their child's emotional and mental wellbeing, making sure that they talk regularly about how they are feeling
- encouraging time away from the computer and other screens for exercise and creative breaks (not every task or activity will require children to be on screens)

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

Both the Seesaw and Tapestry platforms are monitored during the school day. Teachers will provide feedback and comments as soon as possible to children's submissions between 9.00 a.m. and 3.30 p.m. Although some teachers may choose to do so, there is no expectation on them to continue with this in the evenings or at weekends. **Please be assured, teachers are still working hard beyond these hours.**

The Headteacher has administrative access to both platforms and is able to identify children who are not engaging with remote education as much as we would expect.

In such instance a phone call would be made to parents by the Headteacher or the class teacher.

## **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:

The tasks and activities set are aimed at the level appropriate for the year group and ability level of the child. Each teacher will monitor the submissions of completed activities and be aware of each child's apparent progress.

It is vital that children, supported by parents where appropriate, respond to the feedback and comments made by teachers. This may mean re-doing a task or part of a task, to provide evidence of learning.

## **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 plan to introduce a regular online session at the beginning and end of each school day for those children with SEND or struggling in particular ways. This will be run by a teaching assistant who will monitor the children's engagement with learning and their social and emotional needs.

Children with particular needs for whom a different curriculum is required will be encouraged to attend school. Where this is not possible, regular communication will be established between the school (SENDCo, class teacher and / or TAs) and the home.

## **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 the case of individual pupils having to self-isolate at home, their class teacher/s will provide activities and tasks using a combination of printed paper-based packs and on-line posts in Seesaw or Tapestry accounts.

Staff will deliver any printed materials directly to the child's home, taking all necessary precautions.