

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 if 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?

As all children are set up to access Google Classroom, immediate learning will begin on this platform from the first day of remote education being needed. Teachers will communicate the expectations and instructions via Class Dojo and the Google Classroom platform.

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, we have needed to make some adaptations in some subjects. For example, some foundation subject (such as history, PSHE, computing etc) may not be fully taught remotely and instead kept until the children are learning in school again. Time pressures on parents supporting children with their learning at home may make it too difficult to cover core subjects (maths, reading, writing, science and spelling, punctuation and grammar) and foundation subjects along with the usual school timetable. Our remote learning offer will focus on the core subjects and skills with some foundation subjects taught where appropriate and necessary.
- While PE cannot be adequately taught in the same way as in school, parents will be directed to www.imoves.com which is a resource used in school and is accessible for children at home.
- Where possible, Art and DT learning will be provided so that children can participate with whatever resources they have at home as it is not expected that each child will have the same resources at home as are available in school for these subjects.

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:

Primary school-aged pupils	Key Stage 1: 3 hours per day on average across the cohort with less for younger children. Key Stage 2: 4 hours per day on average across the cohort.
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Accessing remote education

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

All children are set up with Google accounts administered by the Southerly Point Cooperative Multi-Academy Trust and are members of specific Google Classrooms. Children will use their logins to access the Google Classroom to find the learning set for them by their class-teacher.

Teachers will feedback through comments on work in Google Classroom, through messages on Class Dojo if pictures of work have been sent on that platform and through whole-class live Google Meets where appropriate.

Teachers will communicate instructions and support to parents via Class Dojo.

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:

How the school will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information:

- The school has a number of chromebooks which can be loaned to families who in need of devices to access the remote education. Parents sign the acceptable use policy and the school takes notes of the serial numbers of machines which are loaned out. Some children will be eligible for laptops provided by the DfE and parents of those children will be contacted so that they can be used to support remote learning.
- Teachers can print material for families who do not have adequate access for remote learning. This can be returned to the school when completed. It will be quarantined for a short period before teachers can review it for feedback.

How will my child be taught remotely?

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

- Every class will have live Google Meets with their class teachers across the week (mostly daily). These may take the form of feedback sessions, live lessons to teach new skills or opportunities to discuss and share learning from the week.
- High quality teaching videos from White Rose Maths Hub are used to support remote learning in maths. Teachers may also use Oak Academy lessons for some subjects (such as science) and to provide further support for some core subjects.
- Teachers can provide some paper copies of work for some children if needed, along with books and stationery.
- Teachers may upload Google Slide documents with instructions for the learning and children respond/complete work in Google Docs which are submitted to teachers, commented on and returned.
- Reading at home is supported by promoting BorrowBox in conjunction with the library service and children are encouraged to access other resources such as Get Epic. A full list of resources has been posted onto the school website.
- Long-term project work and/or internet research activities may be set though the school is mindful of the need to avoid an over-reliance on these approaches.

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 all children to spend the required time each day on their remote education tasks. We know that the learning will take different amounts of time for each child and may not fit into the same time frames as a normal school day. We expect that all children engage with the work they are set and at least attempt to complete the task to the best of their ability.
- Teachers will always give clear instructions as to how and when each piece of work should be submitted for feedback and through what platform. Through discussions with parents, alternative arrangements (for example sending pictures of work completed on paper) can be arranged if easier for parents.
- We appreciate the pressures on parents when supporting children with remote education at home and that these pressures can vary significantly between families and may have an impact on the frequency and quality of work submitted. *Teachers and staff at the school are available to answer questions and queries during the school day and are also there to support with technical advice for the learning platforms.*
- We ask that parents support their children to access the remote learning platforms and to help by providing a space and time for their children to work. We expect that children attend their live Google Meets as regularly as possible. The government guidance states that children should have the chance to engage with their teacher face-to-face at least once a week; we will offer more than this but expect that parents help us to meet this guidance by having their child attend at least once a week.

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

How, and how often, the school will the school check pupils' engagement with remote education:

- The class-teacher will keep a log of which children attend the Google Meet sessions and return the set work for 'marking'. Should there be 3 days without any contact from the parent or engagement from the pupil then the class Teaching Assistant will attempt to make contact by telephone.

Should they be unable to make contact with the parent then after 5 days the class-teacher will attempt to make contact by telephone or Class Dojo.

Should they still be unable to make contact then the Headteacher will be informed and will attempt to make contact by telephone, Class Dojo or email.

If after ten days there still has been no contact with the parent then the Education Welfare Service will be contacted and they will endeavour to contact the child's parent (making a welfare visit if necessary to the home address).

Those pupils deemed to be 'vulnerable' must have remote education in place and direct contact must continue via a welfare check, when the individual is seen at least once a week (the school may decide more regular contact is required for some individuals) in keeping with the Local Authority guidance.

What action the school will take where engagement is a concern, including how the school will inform parents and carers:

- Parents will be informed of the above via the school newsletter/website/Class Dojo.

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:

- When work is submitted through Google Classroom, teachers will feedback with comments appropriate to the age of the child and the complexity of the task.
- Some feedback may occur in whole-class Google Meets where work can be shared and discussed.
- For maths, answer sheets are provided so that children and parents can self-assess learning and inform teachers of any misconceptions that need addressing or further support sought.
- Teachers will also set periodic assessment tasks to assess learning and progress. These may take the form of end of unit assessments to complete (*for example, the White Rose assessment papers*) or Google Quiz assignments that reflect a week's learning across different subjects.
- Teachers may use live Google Meets to address certain areas that require further explanation or support, just as they would in the classroom.

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:

- For many pupils with SEND, the teaching would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.
- Teachers of children with SEND will maintain close communication with parents in order to provide specially tailored activities to advance learning that is specific to their needs.
- For our youngest pupils, we recognise that remote learning can bring extra challenges. Our offer for these pupils focuses around phonics and early reading; live Google Meets are mostly phonics lessons. These lessons provide guidance for adults at home to support their child's reading as well. All tasks that are set for the youngest children are appropriate and well-structured so that parents can easily support at 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?

Children who are required to self-isolate (when the majority of their class are attending school) will access their learning mostly in the same way as described above.

Google Classroom will be used for the setting, submitting and feeding back of work which will mirror as closely as possible the learning happening within the classroom.

Since returning to school in September 2020, teachers have ensured that their planning can be easily adapted for any children who are required to self-isolate and therefore there should be minimal disruption to a child's learning.

It may be more appropriate for some children to receive printed copies of work and this can be provided after a discussion with parents in much the same way as it can be accommodated during periods of significant school closure.

As per government guidance, the school would offer at least one face-to-face session per week with any children required to self-isolate.