

Remote Education Information



January 2021

This document supports the understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus and can be read in conjunction with the Continuous Learning Plan.

Introductory Statement

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during Lockdown#3.

During this period of remote learning, we will take all necessary actions to develop our delivery as schools nationally begin teaching in new and different ways.

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?

School will need a day or so to prepare for the remote learning experience. This will include time for the teaching staff to revise the lessons for dual, continuous delivery in on and off-site formats and to allow for a technical TEAMS test to take place.

In addition, communications will take place to ensure that we are clear about the next steps as we enter self-isolation or restricted opening:

- Amend school meal booking orders
- Respond to Free School Meal offer
- Check resource requirement (stationary, data, tech)
- Check TEAMS connectivity all lesson materials and 'live' teaching
- Agree to remote learning via TEAMS User Agreement
- Distribute 'how to' guides (TEAMS, Online Support)
- Sample timetable and 'live' teaching times

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.

Everything provided on the slidedeck is exactly what is covered in school during the school day.

However, we may need to make some adaptations in some subjects for example PE if particular resources are required or particular Curriculum Objectives refer specifically to performing team/group skills.

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 allow the children to be able to more-or-less mimic their school day.

It is our responsibility to plan the provision to be equivalent in length to the core teaching children would receive in school and include live direct teaching, use of recorded teaching and time for complete tasks independently.

The amount of remote education provided should be, as a minimum, Key Stage 1: 3 hours and Key Stage 2: 4 hours a day.

Accessing remote education

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

Based on Lockdown#1, all our children had visibility of our work-posts through existing home technology.

Following the DfE remote learning through technology funding for schools programme we selected the TEAMS platform to blend with our existing school technology. This allowed our remote learning plan to be completed by the government deadline of 22nd October 2020.

TEAMS is accessible on most devices from laptops, chromebooks, iPads/iPhones, android tablets/phones and even X-Box/PS3. We appreciate that ease of usability does vary from device to device. Therefore, as a minimum, as long as your child has visibility of the slidedeck and activities, all work can be accessed and can be completed on paper, thus reducing reliance on technology.

If you can use the assignment function to upload a document, picture or scan it will help our teaching staff to keep a track of the work submitted and be able to feedback. If device limitations affect this, please contact school and we can certainly find a solution or offer technical support.

What practical resources will be useful to be prepared for home learning?

Your child will benefit from paper and pencil. Other resources like pencil crayons, pens, rulers, rubbers, pencil sharpeners, will be handy but not essential. If you would like an exercise book or any other resource, please feel free to contact school on 01522 868354 to arrange a collection time.

If my child does not have digital or online access at home, how will you support them to access remote education?

Our goal is that, if not in school, pupils should be able to access the same high-quality teacher interaction and progressive curriculum content.

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 are able to loan laptops to pupils (upon loan arrangement, Camera/Mic IT peripherals will be ordered and provided)
- We are able to issue free data SIMS or request credit for internet connection with your provider

Where all attempts made to establish a technological connection and establish online access have failed, individual solutions will be provided.

For all technical enquiries, please call 0155 868354. Technical queries may be directed to our IT Support Team, ARK ICT Solutions.

How will my child be taught remotely?

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

- 'live' teaching (online TEAMS lessons)
- recorded teaching (eg Oak National Academy lessons, possibly recordings made by teachers)
- slidedeck to explain activities
- reading books pupils have at home, accessed via eg Oxford Owl or are provided within the slidedeck
- commercially available websites supporting the teaching of specific subjects or areas, including video clips, slides, or games.

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 pupils to ideally engage with their learning concurrently with the school day. Where this is not possible, pupils are expected to complete the work of the school day out of sequence.

Our expectations of parental support will vary depending on the year group. For the most part this will mainly involve setting routines to support your child's education and ensuring they are engaged when completing independent work.

By including the 'live' element, children should be encouraged to engage with the class teacher for support, guidance, advice and feedback within the lesson.

Do I have to follow the school timetable?

An overview of the school day is provided. It highlights the activities we will do in class before the ‘live’ elements and how the rest of the day will be filled. However, you can choose how the activities best fit within your personal circumstances.

We have had to schedule ‘live’ lessons across the school day and these allow for a short gap between most classes. If your child is unable to attend a ‘live’ lesson, as we appreciate the juggle of work/family/home learning, the slidedeck should provide enough background and can be used in conjunction with the recorded lesson.

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

We will monitor pupils’ engagement with remote education for ‘live’ lessons and activity assignments.

We appreciate that it takes time to build new, remote routines, but allowing for time to overcome this, where engagement is a concern, we will talk parents and carers through telephone contact to try to support.

Hand-in dates are provided, just as we hand-in our work in school. This allows teachers to prepare or adjust the next lesson appropriately.

Extra time is provided after the hand-in date, with a ‘close-date’ to account for the different circumstances each family will be experiencing.

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

Feedback can take many forms and will rarely mean extensive written comments for individual children. For example, whole-class feedback or self-marked quizzes are valid and effective methods, amongst many others.

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

- Live verbal feedback (through TEAMS)
- Written feedback comments/acknowledgement (via TEAMS Assignments: Y1-6 and Tapestry: Reception)
- Automatic Marking on digital platforms (eg TT RockStars, TopMarks)

Pupils will receive feedback on their work, where appropriate and possible, before the next lesson in the curriculum sequence. However, as described above, this does not mean that a written comment or grade will be given.

Feedback may be whole class or be reflected in adjustments in the next sequenced lesson.

What if my child does not finish the activity or I know there are mistakes?

This may well be the case in the classroom too. By uploading exactly what they have done, this will help teachers to know where to go next in their teaching and what further support is required. If you are able to offer support in relation to errors, thank you. It is still important though that the teacher is aware that a little help was given – not in a negative way, but to be clear about next steps.

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) and education, health, care plans (EHCPs), 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:

- Class teachers will still plan work with differentiated outcomes and/or accessibility based on their knowledge of the pupils' individual needs.
- 1:1 class-based interventions and/or weekly contact will take place remotely and be delivered by the same 1:1 member of staff.
- Non-class-based interventions (such as Speech & Language or Physio support) will continue to take place remotely, in line with the restrictions applied from the particular service.
- SEND pupils will still be overseen by the SENCo and any reviews/assessment will continue to take place as necessary. Meetings with external agencies will continue remotely.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Simply, there is no difference. We aim to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback whether attending in person or learning remotely.

Due to the extreme circumstances that we are all facing, bubble closure will most likely mean that teaching staff can continue to provide exactly the same level of remote learning but for the whole class who will be isolating due to close contact.

In the event that teaching staff members are unable to offer 'live' lessons due to absence and these cannot be covered due to staffing limitations (including existing staff and supply staff), we have planned a sequence of contingency activities that will be provided. Details will be provided under these circumstances.