

Remote education provision: information for parents

January 2021



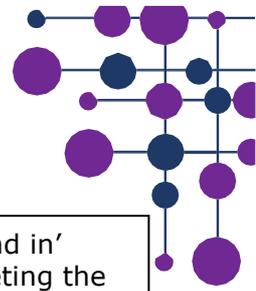
This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

It is important that we bring the physical and virtual school community together and plan for future remote learning. Our belief in supporting all children in their learning extends beyond the classroom and this guidance supports a blended learning approach. This includes learning at home through a variety of means and face-to-face classroom learning.

For the purposes of allocating work to either individual children who are isolating or to larger groups who may be required to self-isolate, staff will use the Tapestry Online Learning Journal for children in Nursery and Reception and Class Dojo for children in Years 1-6. When teaching pupils remotely, we expect all staff involved in curriculum delivery to consider the following.

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- provide frequent, clear explanations of new content;
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks;
- adjust the pace or difficulty of what is being taught in response to questions, assessments or feedback including revising and extending material or simplifying explanations to ensure pupils' understanding;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school. This will usually be approximately 2-5 hours depending on the age of the children;
- avoid an over-reliance on long-term projects or internet research activities and set a clear expectation on how regularly teachers will check work.



The children, class or group will complete the work within the allocated time and then 'hand in' using the icon at the top of their portfolio screen. Work can be submitted by either completing the on screen worksheet, photographed, printed and uploaded or through a replied message to the class teacher showing the completion of the task.

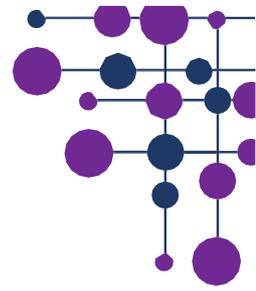
The screenshot shows a digital learning interface. At the top, there are buttons for 'Close', 'Save', and 'Delete', and a 'Hand In' button. The main content area is divided into three sections. On the left is a vertical toolbar with icons for navigation and editing. The central section displays a worksheet titled 'The Coming of the Iron Man' with various tasks and a small image of Iron Man. On the right, there is a video player showing a recording of a video, with a play button and a '3s' duration indicator. Below the video player, there is a link to a website: <http://www.brendawilliamspoeet.co.uk/lror>. At the bottom of the interface, there is an 'Add Caption...' button and a circular icon with a plus sign.

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, your child will still expect to receive an appropriate amount of the maths mastery flow model tasks (show, do, think, extend, solve); Resilient Reader activities; phonics practice and Talk for Writing texts to imitate and innovate but other subjects may need to be adapted to suit the remote aspects of the learning. In science, for example, tasks may focus on more research and paper-based activities rather than experimental fair testing; in music, the children may be asked to appreciate music rather than play; in art, the activities will be based on the use of simple, everyday materials that could be found in the home e.g. pens and pencils rather than the use of technical equipment.

The parent factfiles will also be used extensively to provide an overview of the children's current learning in certain subjects; to provide further extension tasks and to provide the key vocabulary that parents can use at home. There will be website links and further information to support the unit further.

The work that we set remotely will be sequential in nature i.e. it will follow on from the previous piece of work set. It is therefore important that the previous work is handed in for assessment and next steps before the subsequent piece of work can be assigned.



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:

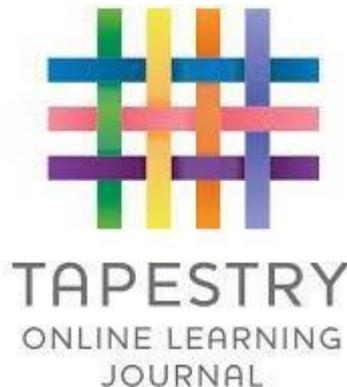
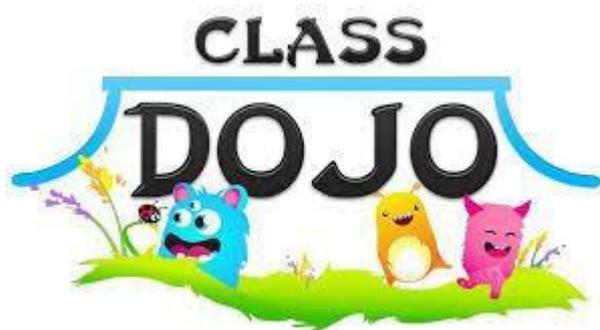
Nursery and Reception (Foundation)	2 hours+ per day
Key Stage One (Years 1 and 2)	3 hours+ per day
Key Stage 2 (Years 3 – 6)	4 hours per day

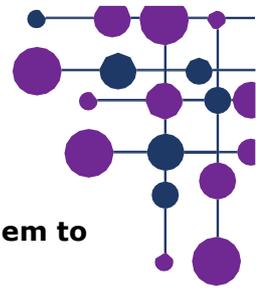
Accessing remote education

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

Children in the Foundation Stage (Nursery and Reception) will use the Tapestry Online Learning Journal found at www.tapestryjournal.com to login to their individual account. This will, in most cases, be accessed by parents who will relay the activities to the children. Due to the age of the pupils, parents will need to support their child in uploading work back onto their child’s individual profile.

Children in Key Stage One (Years 1 and 2) and Key Stage 2 (Years 3-6) will use their individual Class Dojo account found at www.student.classdojo.com . Each child has a variety of login methods available to them and these have widely been shared with all children. Class teachers are available during normal working hours via the messenger app on Class Dojo to support with any login issues e.g. forgotten passwords etc. Children can log in to their account by using their issued QR code, by entering a 6-digit text code or by using their username and password that they have set up themselves.





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:

For some of our children, we may be able to issue, for loan, a school device in order to facilitate your child's remote learning. Please contact the school admin team if you require further support. We also have access to a number of data boosters which have been provided by popular mobile phone providers. Alternatively, parents are welcome to contact their own data provider to request additional allowance free of charge. More information on this can be found at the following website:

<https://get-help-with-tech.education.gov.uk/internet-access>

- In a small minority of cases, where a family has no access to the internet and/or a device, paper home learning packs can be provided on a weekly basis. These can be collected from the school office and, in extreme cases, can be delivered to the family home. Completed work packs should then be returned to school on a Friday when the new pack is collected.
- Parents are expected to supplement home learning and remote learning tasks with commercially approved websites and apps. A comprehensive list has been sent to all families via Class Dojo and Tapestry and is listed below

How will my child be taught remotely?

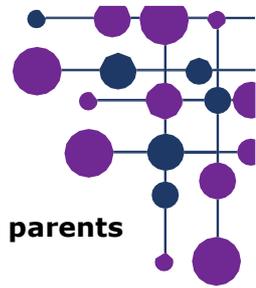
We use a combination of the following approaches to teach pupils remotely:

Within school, we are developing a variety of remote teaching and learning approaches to facilitate your child's progress. These include:

- recorded teaching videos (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Some of these websites are listed below and have been sent out to parents on a separate document:

Twinkl; BBC Live lessons; Read Theory; BBC Bitesize Daily; Duolingo; National Geographic; Getepic; Once upon a picture; Pobble 365; White Rose Hub;

- Internet based learning platforms e.g. Doodlemaths, Accelerated Reader, Times Tables Rockstars, Oxford Owl, Phonics Play, SATS Bootcamp
- long-term project work and/or internet research activities (but we will 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 pupils learning remotely to:

- Be contactable during the school day – taking into consideration that they may not always be in front of a device the entire time;
- Complete work to the deadline set by teachers;
- Seek help if they need it from parents, teachers or teaching assistants;
- Alert teachers if they're not able to complete work under the direction of a parent;

We can expect parents to:

- Make the school aware if their child is sick or otherwise cannot complete work. *The class teacher and parent will liaise and set a reasonable timescale for when it is suitable for a child to start completing work again;*
- Seek help from the school if they need it;
- Be respectful when making any comments or concerns known to staff;
- Support their child, at an age-appropriate level, in accessing the tasks set e.g. by logging onto the computer, ensuring WiFi access etc.

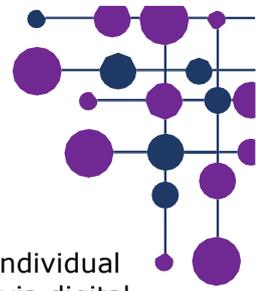
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

If a pupil does not complete the work set for 2 consecutive days, the teacher will ring home to speak to the parents directly. They will try to ascertain any barriers to learning e.g. internet use, lack of tablet etc. Paper packs will only be provided if all other avenues have been explored.

Teachers are NOT expected to provide feedback or approve posts outside the hours of a reasonable working day (8:00 – 17:00). Teachers will set their 'quiet times' in Class Dojo settings to ensure parents are aware of this;

Teachers will handle any concerns or complaints raised following the normal procedures used in school. Initial concerns will be addressed by the class teacher, followed, if necessary by the phase leader, Head of Inclusion, Deputy Headteacher and, finally, Head of School. **For any safeguarding concerns, teachers will, without delay, speak to one of the nominated DSL's within school – Mrs Davey, Mr Mcmanamin or Mr Gough.**

Children/ families refusing to complete the work or displaying a particular disregard of its importance will receive a phone call from the phase leader and then the Senior Leadership Team to discuss concerns and come up with solutions.



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, self-marking, 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:

Once the child has completed the work, the teacher will view the first draft and decide whether to 'approve' the attempt or resend as a draft. If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This may involve directing the child to a further support website or may involve a written explanation of support. This will then be returned to the child for their second attempt. As a general rule, teachers will check work is completed and have a quick look through to check the task has been understood. They will give more detailed feedback to more formal pieces of work which will be set at least weekly. This is so the workload is manageable for pupils, parents and staff.

If there are no further developmental points to address, the teacher will approve the post with a short acknowledgement message and words of praise/ encouragement.

The screenshot displays a digital learning interface. On the left, a worksheet titled 'Iron Man' is visible, containing various tasks:

- 2a: Give / Explain the meaning of words in context (Word Work) x1**
- 2b: Retrieve and record information / Identify key details from fiction and non-fiction (Find) x5**
- 2d: Make inferences from the text / Explain and justify inferences with evidence from the text (Inter & Explain) x2**

Skim Words: brink, swell, battered

2a: Give / Explain the meaning of words in context (Word Work)

1. Look at this verse:
Then an eye and a hand in a seawall's nest
Moved together to find the nest.
A headlamp eye and a crissle hand
Moving together over the sand.
Find and copy the word that describes the Iron Man's hand.
Crablike

2b: Retrieve and record information / Identify key details from fiction and non-fiction (Find)

1. What does the Iron Man's iron ears listen to?
The tide
2. How tall is he?
He is as tall as a house
3. What were the first two parts of the Iron Man that came back together?
4. Where does the Iron Man stand before he falls off?
He is stood on a
5. Where does the Iron Man go to find his ear? Why do you think he is not scared?
The Iron Man goes into the He is not scared because

2d: Make inferences from the text / Explain and justify inferences with evidence from the text (Inter & Explain)

6. Look at the whole poem. What mood do you think the Iron Man is in when he puts himself back together? Why?
I think he will be in a mood because
7. 'But all he divide and searched the beach'
Explain what this description tells us about the Iron Man's character.
If the Iron Man searched all around the beach, he must be because

On the right, a comment thread is visible:

over the past couple of days. You can find an electronic copy of the poem here:
<http://www.brendawilliamspoeit.co.uk/ironm>

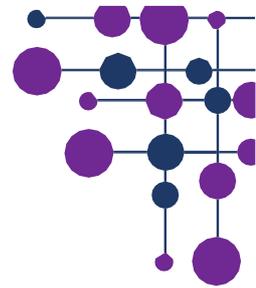
Once you have watched the video for some useful reminders on inference, please 'Hand In' to me before 10:00 tomorrow (Friday 25th September).

Recording Video | 3s

Mr. Gough Teacher 2 minutes ago
A great first effort!

Mr. Gough Teacher a minute ago
Have a look at number 1 and try and be really precise - which part of the tide was the Iron Man listening out for specifically?

Write a comment...

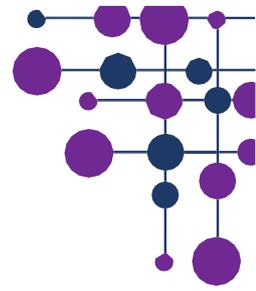


Additional support for pupils with particular needs

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 will consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Our phase leaders and SENDCO will work closely with teachers to make sure all work set is appropriate and consistent;
- All teachers will liaise with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other;
- Senior leaders will regularly monitor the remote work set by teachers across all subjects;
- Our staff team will work together to alert teachers to resources they can use to teach their subject remotely and how these can be differentiated to suit the needs of all learners e.g. the use of dyslexia-friendly font;
- Our leadership team will monitor the security of the remote learning systems, including data protection and safeguarding considerations



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?

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.

The child(ren) who are unable to attend school will receive the work set on their student portfolio account and will access each activity set, completing it within the time scale. Depending on the task set, this may be in the form of a video, picture, written text, drawing or a worksheet

The child can use the tools on the left-hand side of the screen to complete the work set, saving as they go. They can record a voice note for the teacher and, when complete, will press the 'Hand In' button. This will then be returned to the teacher for feedback.

Once the child has completed the work, the teacher, at an appropriate point during the school day, will view the first draft and decide whether to 'approve' the attempt or resend as a draft. If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This will then be returned to the child for their second attempt.

If there are no further developmental points to address, the teacher will approve the post with a short acknowledgement message and words of praise/ encouragement.

The next piece of work will then be set at a suitable point during the day e.g. when the child isolating usually has their mathematics lesson at 11:00 for example. In most cases, the timings when the work is set will reflect the usual pattern of a normal school day.