



Learning Changes Lives

## 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 where national or 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 document.



**Priory Fields School**  
Everyone Achieving Together



St Martin's School

**Vale View**  
Primary School 

## **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?**

Pupils will be provided with remote learning activities, set by their teachers for them to independently access whilst at home. Pupils will also have access to activities on Purple Mash, Times Tables Rock Stars and other online platforms.

### **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 more practical subjects may be more difficult to teach remotely. Children will have access to daily English and Maths learning with a range of other curriculum areas throughout the week.

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

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

Government expectations for remote learning are set for particular age groups. Following this guidance, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

## **Accessing remote education**

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

WDAT schools will offer daily live lessons via Microsoft Teams and children will also be directed to daily lessons provided by the National Oak Academy.

We also use Purple Mash, Times Tables Rock Stars, Bug Club (PF), Accelerated Reader (StMs) and Oxford Reading Owls (StMs), amongst other recommended online educational activity providers.

### **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:

We will survey parents to establish the digital provision available for the children at home.

Where needs are identified, we may be able to issue or lend laptops/tablets to pupils. This will, in the first instance, be prioritised according to need (including disadvantaged and those entitled to Free School Meals in years 3-6). If parents feel they need this support, they should contact the school office.

In some circumstances where families meet the Government criteria, we may be able to offer sim cards with data allowances and dongles to enable internet connection for those families who may already have devices but limited internet access.

Printed paper packs will be provided for those families unable to access online learning opportunities, if required. These can be returned to school for marking.

## **How will my child be taught remotely?**

Remote learning is balanced between live sessions provided by the class teacher, supported by a TA (at least one live lesson each day), follow up activities related to the live sessions, accessing content from the Oak National Academy, assigned tasks on school platforms and spelling and phonics work.

Purple Mash allows for the setting of differentiated group tasks to enable learning to be accessible to all. Pupils are also able to contribute to a class blog on this forum, and to the Teams comment sections, allowing them to communicate with their teacher and peers.

For those families that are unable to access the online learning, printed paper packs will be provided, which can be returned to the school for marking and feedback.

## **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?**

The school follows the guidance provided by the Government in the type of learning provided and the quantity for each age group. Families can engage in a variety of ways, through online live learning platforms, National Oak Academy pre-recorded lessons, online learning programmes (eg: TTRS, Bug Club, Phonics Play), as well as written and practical activities that can be carried out in the home, covering a wide range of curriculum subjects.

Clear weekly timetables are shared with parents and children via the SchoolComms system, as well as published on the school websites and printed packs are available to those families who require them.

Microsoft Teams enhances the provision in centralising the learning expectations and children are able to directly submit their learning where teachers can easily and effectively feedback on their submissions.

We would be grateful for parental support in helping their child engage with the learning provided. This could be through setting routines in the home and ensuring children are accessing the offered learning activities. Many of these can be completed independently, although children may need support in setting up their workstations for live learning.

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

Daily registers are taken of live learning sessions and a record is kept of those children who are engaging with the online and practical activities provided. Where no, or limited, engagement is apparent, parents will be emailed. This will be, in the first instance, by the class teacher to establish the reason and to see if any support can be put in place. If we receive no response from the parents, then a follow-up telephone call will be made either by the class teacher, the pastoral support team or a member of the Senior Leadership Team.

## **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:

Teachers make assessments in a number of ways including:

- Verbal/written responses in live sessions
- From work submitted for marking and feedback
- Using the school's online platforms for quizzes and other tasks
- Using RUBRIC proformas and other self-assessment tools

Feedback is given daily on identified learning activities through a variety of means: during live sessions, marking assignments submitted on Teams and/or activities completed on Purple Mash.

For pupils not accessing online learning, parents have the opportunity to return the completed work on a weekly basis for staff to mark.

## **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 those families with children identified as having significant additional needs or disabilities, we will contact regularly to gauge the support required at home for accessing the learning provided by the class teacher. This will be addressed on an individual basis, according to the level of need and support required.

Those children who have an Education, Health and Care Plan will be offered a place in school.

Microsoft Teams allows a variety of features to be enabled (eg a digital reader) to support those children who may require this. Differentiated activities are provided where needed.

## **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 having to self-isolate, whilst the rest of their class attend school (outside of Lockdown), will be provided with a range of activities linked to the curriculum. This will be a selection of progressive learning activities to engage them whilst they are at home. These can be returned to school, where they will be marked.