



# Remote education provision: information for parents.

This information is intended to provide clear information for children 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.

## 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. Resources to support with home learning, such as home learning packs in Reception and Year 1, will be made available as soon as is possible. Regular communications will be sent to parents via text and email to keep you informed as we move to remote learning.

## What will we teach during a year group closure or lockdown?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need make some adaptations in some subjects. For example, PE sessions may be different due to equipment and space. Other subjects, such as Music, Art and Science may also be different, with content recorded and shared via Tapestry or Google Classroom. Staff will be mindful of resources that may be available at home. We may also set creative challenges where children can submit work in a variety of forms.

## 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:

EYFS	2-3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

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

EYFS (Owls), Year 1 (Red Kites and Yellowbill Kites) and Year 2 (Goshawks and Sparrowhawks) use Tapestry to support pupils in the event that remote learning is required.

Children in Key Stage 2 (Years 3 – 6) will use Google Classroom.

## **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:

All families will be contacted regarding their ability to access online learning and this will remain an ongoing conversation that staff engage in when contacting families.

Where needed, devices such as laptops and chromebooks will be loaned to families and can be collected from school by appointment.

We also have a supply of sim cards that can be supplied to families in need of additional data and can support you in applying for additional data allowances provided by different mobile providers during the national lockdown.

**If your child does not have access to a device at home or you need support with data/accessing the internet, please contact the school office**

[office@rps.pkat.co.uk](mailto:office@rps.pkat.co.uk)

We will continue to provide information on the support we can offer through our weekly newsletter, the school website and regular email communications.

Where children are still unable to access online learning, we are able to provide printed materials which can be collected at a set time via the school office. Teachers and support staff will regularly check in with these families via telephone and will talk through the work completed so far. Parents will also be encouraged to take photos of work to submit to the school.

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

Teachers will use a range of methods to teach remotely. This will include:

- Recorded teaching (videos/voiceovers made by the class teachers, lessons through Read Write Inc, Oak National Academy and White Rose Maths)
- Recorded story sessions
- Live teaching through Google Meets and Zoom
- Live assemblies, including a weekly whole-school assembly.
- Assignments created by class teachers using Google Classroom and Tapestry, specifically linked to year group programmes of study in our school curriculum.
- For topic-linked creative challenges, project work and or research based activities may

be set.

- Workbooks, text books and printed packs may be provided.
- Access to apps and websites such as Times Table Rockstars, Numbots and Nessy Phonics as appropriate.

## How will we support you?

We recognise what a challenging time this is for families and we will do all that we can to support you. Each day, teachers will email families to offer support with the learning that day and to run through the expectations for that day. Each fortnight, the teacher will make a 'catch up call' with families to ensure things are running smoothly and there is nothing else we can do to support you. We can also pass on other concerns such as FSM vouchers to the appropriate adults in school. Where needed, more regular contact will be made through our Inclusion Team. If, at any point, you require additional help or support with remote learning, please contact your child's teacher via the school office – we are here to help!

## What are our expectations of home support during this time?

It is so important that children continue to learn and practice their skills during this time so that they know more and understand more. Whilst we appreciate the difficulties closure brings, we need you to encourage and support your child to complete their work every day. We have a responsibility to ensure this is happening. The following pathway outlines the steps that school will take to ensure children do not fall behind in their learning during this time.

- Teachers and Teaching Assistants responsible for home learning will check Tapestry and Google Classroom each day and log who has completed their work on the year group record sheet.
- If no work has been submitted for 3 days, an adult will call or email to see what we can do to help and support.
- If no work is submitted for 2 further days, another phone call will be made to families and a further offer of support will be offered.
- If no work is submitted following this conversation, a referral will be made to our Phase Leader Team to see what else the school can do to support the family.

## 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. We may use whole-class feedback or use quizzes to assess how the children are progressing. Staff will aim to give feedback within 24 hours of it being submitted or uploaded. Sometimes, work will be returned with guidance for editing and/or improving.

We will also feedback directly to children and parents through our fortnightly catch up calls.

We want to celebrate the achievements of our children during this time and a selection of

work will be celebrated during the weekly Feel Good Friday Assembly and the newsletter emailed to parents.

It is important that work is submitted on time to ensure that staff are able to provide feedback and plan the teaching of next steps appropriately. If a child regularly hands in work late, the class teacher will contact the family to offer support.

## **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:

- Regular contact is key to ensuring that children with special educational needs and disabilities are able to access learning at home. This may be through a member of the year group team or our Inclusion Team.
- For families who require daily contact and support, we have a designated Teaching Assistant who will act as the main point of contact.
- All year groups will provide access to differentiated learning for all children, including those with SEND.
- Where appropriate, individual timetables will be produced by teachers and shared with parents via either Tapestry or Google Classroom.
- We have a number of additional Tapestry Accounts that can be accessed by parents for children in Key Stage 2, rather than Google Classroom, if it is more appropriate.
- Specific resources for programmes such as speech and language have been provided to families and support offered through regular telephone or video calls.
- For younger children, and across the school where needed, home-learning packs of resources have been produced containing resources to support learning at home. These include phonics resources, whiteboards and pen, counting bears and playdough and are tailored to the year group and, in the case of the phonics resources, to that child's individual understanding.

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

Where individual children need to self-isolate, but the majority of children are in school, remote education will continue to be provided. Due to the challenges of teaching children both at home in school, there will be some differences to the approach described above:

Work will be set via Tapestry and Google Classroom for children to access. This will mirror as closely as possible the learning taking place in school and will include access to recorded lessons through Read Write Inc, Oak Academy and White Rose. Where possible, live-streamed lessons may also be used to ensure children can still engage with the lessons in class.

Depending on the year group, children will be set work through Times Tables Rockstars, Numbots, MyOn and Bedrock Vocabulary

Feedback will be given within 24 hours of work being submitted on Google Classroom or observations uploaded on to Tapestry, however due to teachers being in class, this may not happen until the end of the school day.

Staff will contact those children on a weekly basis to discuss progress and engagement.