

## **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 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?**

In the first incidence, children will be given either a pack of work or be notified via Seesaw or Tapestry, with the programme of learning they should follow. On day one, or if we are given advanced notice, we will either send books home for working or make them available for collection from the front of the school. This will be followed in the very next few days, with a full programme of three hours (KS1) or four hours (KS2) of learning which will be indicated in a timetable sent out each Sunday evening for the week ahead.

Children will be required to logon for a daily register and follow the timings given in the timetable, to engage with the 'live' lessons. The recorded lessons allow children to pause and rewind if necessary.

Children will be expected to submit work to teachers via Seesaw or Tapestry.

### **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?**

Yes, children will follow the same timetable whether they are in school or at home and be taught broadly the same curriculum as they would if they were in school.

## 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:

Key Stage 1 / Foundation	At least three hours which will be made up of live video lessons, recorded lessons made by the school, recorded lessons from Oak Academy Trust / BBC Bitesize / Joe Wicks, and directed work sent by teachers on Seesaw and Tapestry
Key Stage 2	At least four hours which will be made up of live video lessons, recorded lessons made by the school, recorded lessons from Oak Academy Trust / BBC Bitesize / White Rose maths / Joe Wicks, and directed work sent by teachers on Seesaw or Google Classroom.

## Accessing remote education

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

The on-line platforms we are using are:

Zoom or Google Classroom for live lessons, Seesaw to send links for the recorded lessons and Tapestry for Early Years (reception children). Children have a log on which is protected by passwords that have been allocated to them.

### 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:

Parents should inform the school if there are difficulties in accessing devices for the remote learning programme – 01625 872560. We will be able to facilitate devices should there not be one in the household.

We are confident that all families have online access through a broadband provider but if that is not the case, we can provide printed materials for you which can be returned via the school office.

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

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

- live teaching (online lessons) using Zoom or Google Classroom
- recorded teaching that has been made by Lower Park staff.
- recorded teaching from external companies (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers
- textbooks and reading books pupils have at home (e.g. spelling books, workbooks, Power Maths books)
- commercially available websites (as above but with more specific foundation subject content) supporting the teaching of specific subjects or areas, including video clips or sequences. Teachers will send the links via Seesaw, Dojo or Tapestry.
- long-term project work and/or internet research activities in topic work. The teachers will direct the children to specific areas for the research.

## 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 engage with the remote learning programme as detailed in the timetables sent home on Sunday evenings for the week ahead. There may be some variation according to family circumstances, but all work should be completed and establishing routines for engagement is highly recommended.

We ask parents to ensure children follow closely, the Zoom Protocols sent home to parents and children.

We also ask parents to support the learning programme by providing a suitable designated workspace for the children at home that provides least distractions.

We ask parents to support their children if difficulties arise and parents can email teachers for advice if necessary. We also have posted instructional videos to you.

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

We expect children to engage with the remote learning programme and will monitor their engagement by:

- Taking a daily register.
- Monitoring the frequency that children submit work online.
- Monitor the children's responses during 'live' lessons.

Where there is concern that children are not engaging with remote learning, staff of the school will phone parents to establish the reason and will promote a return as soon as possible.

### How will you assess my child's work and progress?

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

Feedback can take many forms in remote learning but will not mean frequent written comments for individual children. We will, however, carry out a mixture of ways that are appropriate to the task. This will include, whole-class feedback, checking answers together in 'live' lessons, verbal questioning and answers with the teacher, monitoring

work sent into school via Seesaw and Tapestry (all work will be seen by teachers but not always will have a comment returned. There will be some annotation when necessary).

### **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:

- Teachers will give additional support either online or through direct phone calls each week. Some children will have one-to-one or small group Zoom interventions delivered by staff.
- Some children will have individual programmes of work to follow that make it easier to access the same areas of learning in the class.

### **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?**

Due to the challenges of teaching pupils both at home and in school, we will do the following:

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, teachers will direct the learning to the same areas being addressed in lessons in school, using our recorded lessons or those commercially produced through Oak Academy Trust, BBC and White Rose Maths. Teachers will also email worksheets that are being used in school, if appropriate. Teachers will also make contact with those children at home to address any issues and provide feedback.