

Remote education provision: information for parents

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education.

This meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

In providing remote learning we endeavour to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

In planning and expectations for home online learning, we are aware of the need for flexibility from all parties:

- Parents may be working from home so access to technology may be limited;
- Parents may have two or more children trying to access technology and need to prioritise young people studying towards GCSE/A level accreditation;
- Teachers may be trying to manage their home situation, the learning of their own children or care of other dependents;
- Systems may not always function as they should.

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.

See also the Remote Learning Resources section of the school website for the 'Remote Learning Policy' as well as guides for how to get online:

<https://littlestokeys.co.uk/learning-at-lsps/remote-learning-resources/>

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 school, the children have been learning how to log on to Google Classrooms in the event a bubble needed to close because of COVID infection. We will switch immediately to remote learning, as set out by our Remote Learning Policy. It is our aim that every child has a dedicated device to use at home. We will work with families and pupils to support them to access the remote learning. This is because we believe that access to teacher feedback is vital to the engagement with remote learning which is done through Google Classroom.

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. Programs of study will be adapted in light of the fact that learners are at home and may not have access to the same resources or activities may be suitable for home environment.

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

All remote learning for Y1 – 6 will be provided via Google Classroom. For EYFS, learning will be provided via Tapestry. Your child will be issued with individual login details. We strongly encourage parents to use these logins so you can see the work that has been set as well as the work being returned to school. The learning platforms can also be used to contact the class teacher if additional help is needed.

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. It is our aim that every child will have access to a dedicated device on which to complete home learning. We take the following approaches to support those pupils to access remote education:

Laptops and tablets will be lent to children who do not have access to a device. Call the school office if you are in need of a device.

If you do not have an internet connection or a limited amount of data via your mobile connection, please contact the school office so we can look at how we can help.

We will provide paper copies as a last resort option as we believe the best way for pupils to receive timely feedback is through our online platform.

How will my child be taught remotely?

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

If the whole bubble closes, there will be daily assignment will be provided on the learning platform. The delivery of curriculum areas will be provided predominately using pre-recorded videos recorded by the teacher or from another suitable source. Pre-recorded videos enable pupils to access videos at different times across the day. This will be particularly important if there are several siblings needing to access learning in one household.

For Y1-6 Mathematics work will be provided via White Rose which also provide video guidance alongside teacher-made videos where appropriate. In EYFS pre-recorded videos will be provided by teachers for delivering mathematics.

A daily English activity with a written focus, 4 times per week and a grammar focus once a week. This can be based on a shared text or a video e.g. Literacy Shed.

In Key Stage 2, a reading activity will be set daily. This will be in line with what they would have in school and will include: reading for pleasure, interrogation, retrieval and inference and language as well as activities set from 'Rising Stars Reading Planet'.

In Key Stage 1, we will use reading planet to ensure children have regular access to books which are pitched at their reading level. Two to three times per week, they will be expected to read from their e-book and answer the comprehension questions that accompany it. Teachers will then set one inference and one retrieval task per week.

In EYFS, 'Rising Stars Reading Planet' is also used to carefully pitch books to the children's reading level. The texts from Reading Planet are phonically aligned to support children reading at a phonically appropriate phase. In addition to this, reading for pleasure activities will be planned and books are shared using video and presentations, these are also used as opportunity to develop comprehension through questioning.

Phonics will provided daily for children in EYFS, KS1 and any relevant children in KS2. Videos and guidance will be provided from a range of sources, including online material and teacher made videos. All videos and guidance are in line with the letters and sounds framework followed by the school.

Teachers will provide a daily live 'check-in'. This will last approximately 15 minutes and is used to support engagement and where possible, promote oracy. This will also contribute to the 'class community' and feel part of the wider school community.

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?

Feedback from teachers:

Pupils in Y1-6 will be able to post their work to daily assignments on Google Classrooms (Y1-6) or Tapestry (EYFS) for teachers to provide feedback. Teachers will provide feedback that celebrates learning and promotes learning. Teachers will provide feedback within working hours (9am – 3:30pm), work submitted after this time may not be responded to until the next working day. Teachers are not expected to respond to emails or messages outside of working hours.

Parental role:

Children may be using the internet more than usual. Discuss the safe use of the internet with their children. More information can be found at: <https://www.childnet.com/resources/be-smart-online>

Parent/carer to support pupils to upload work daily. If lots of work is submitted at the end of the week, teachers will not be able to provide useful or timely feedback.

We would encourage children to maintain a regular routine. As a school we would recommend that each 'school day' should maintain structure. It may be useful to timetable 'lesson' time so the children know when they should be completing school work.

Where possible, parents should view the work with the children and make plans for completing the tasks set. This can include finding an appropriate place to work, and to the best of their ability, support their child to complete the tasks.

Google Classroom works on a wide range of devices but the school cannot guarantee this. Should there be a problem accessing Google Classroom or Tapestry, please contact the school promptly so we can discuss alternative solutions.

A balance of screen time versus time away from screen.

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

Teachers will monitor engagement daily.

If pupils are regularly not engaging with the learning, the teacher will call home.

If non-engagement persists then SLT will make contact with the family to plan how to support pupil engagement.

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:

Written response using the Google Apps or a photo of a written outcome on paper.
Photos and videos may be used as evidence of practical outcomes.
Online quizzes.
Through questioning either via Google Classroom or live teaching sessions.

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:

Children with an EHCP will be offered a place in school (this could be full time or part time).
If there is the need, children with SEND could be offered a place in school (this could be full time or part time)
Through differentiated work set on Google Classrooms (this can be done through setting individual assignments).
Individual support provided through check-ins via phone or video conferencing software.
Providing appropriate dedicated devices for completing work at home.
Learning Zone 'Google Classroom' so children who are taught in there on a daily basis can still access their Learning Zone curriculum.
Packs of work produced for children with SEN who are struggling with online learning.
Support plans written for all children with SEN with activities that parents can do at home to support their specific learning needs.
Boxes of resources made for Children in KS1 on the SEN register to help parents continue their learning successfully at home and support online learning.