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 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.

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 on the first day of pupils being sent home?

If pupils are sent home within the school day, teachers will endeavor to upload the remaining lessons to Tapestry for SIS and Google Classroom for WVJS. Depending on the time that pupils were sent home and other circumstances, this may not always be possible. If this were the case then we would expect:

SIS – read their school reading book and use the online sites available - Mathseeds, Espresso, Purple Mash
WVJS – Read and use the online sites available such as Sumdog, TTRS, Prodigy, Espresso to complete some independent learning.

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 may need to make some adaptations in some subjects. For example, practical tasks in science or using primary resources in History. Teachers well endeavour to cover the same objectives but in a different way to how it would be taught 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:

Spixworth Infant School pupils	Wherever possible, pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes Breaks and lunchtimes will take place at the following times each day: • Morning break will take place at 10:30am until 10:45am. • Lunchtime will take place between 12pm and 1pm • Afternoon break will take place at 2:00pm until 2:15pm. A daily fitness session of at least 10 minutes should be included for all pupils to be taken at an appropriate time during the day to best aid pupil's concentration and motivation
Woodland View Junior School pupils	Wherever possible, pupils will be present for remote learning by 9:00am and cease their remote learning at 3:00pm from Monday to Friday, with the exception of breaks and lunchtimes Breaks and lunchtimes will take place at the following times each day: • Morning break will take place at 10:30am until 10:45am. • Lunchtime will take place between 12:15pm and 1pm A daily fitness session of at least 10 minutes should be included for all pupils to be taken at an appropriate time during the day to best aid pupil's concentration and motivation

In cases where you are unable to follow this timetable, there is a government minimum expectation that all Primary aged children will work for a minimum of 3 hours a day.

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

Spixworth Infant School – via Tapestry

Woodland View Junior School – via 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 have checked everyone has access; parents should inform us if this has changed and we will support access where possible in the case of hardware challenges. We take the following approaches to support those pupils to access remote education:

- The school will remain aware of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

- The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

- Under the scheme, the school can order laptops, tablets and 4G wireless routers, for loan, to support the following groups of pupils if they do not have access to a digital device or the internet through other means:

  - Pupils in Years 3 to 11
  - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice
  - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site

- Before distributing devices, the school will ensure:

  - The devices are set up to access remote education.
  - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.

- Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

- Devices will be returned to the school following this period of remote learning.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Current online learning portals which the children are familiar with
- Other educational websites such as Oak Academy
- Online quiz/forms/slides
- PDF formats of slides
- A variety of tasks to record or present work including: handwritten, digitally produced, creative based tasks
- Pre-recorded video or audio lessons: Teachers will ensure that a portion of their lessons include pre-recorded video or audio lessons and are designed to promote interactivity amongst pupils and parents/cares with the use of effective questioning. Live sessions with pupils will be run to promote SEMH rather than academic progress.

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?

Pupil engagement:
- We expect pupils to approach remote learning as they would their learning in school. Pupils are expected to complete the work set in all subjects to the best of their abilities and to the standard expected in school. When possible, pupils should complete the main task independently seeking support if needed. We expect pupils to follow the routines set by their parents/carer to ensure that regular learning is completed at home.

Parental support:
- We expect you to provide a suitable environment in which your child can complete good quality learning at home. This should include a table that the child is able to work at so they are not leaning on the floor or their lap and access to suitable stationery. Setting a routine with your child will help them to establish good working habits, particularly if you are also trying to work from home too. Teachers will endeavor to set work that pupils can access independently; however, your child may need support during the lesson. Try to encourage your child to problem solve themselves with your support rather than just telling them the answers if they are struggling. Look back through work and see if together you can identify where they have made mistakes or need to improve. Your child may need your help to submit their work to their teacher.

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

- SIS – There is a private chat function on Tapestry, which can be used to contact teachers, and vice versa.

- WVJS – pupils will need to submit work to the Google Classroom by either uploading work, photos or using templates provided. Pupils are also able to privately message their teacher using Google Classroom. Teachers will monitor Google Classroom daily.

- If teachers have, a concern regarding pupil engagement with the work provided they will make contact with home via a telephone call, Marvellous Me or an email.

- Each family will be contacted by telephone by a member of staff from the pupil's class even if there are no concerns with 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:

- SIS – pupils will receive feedback via Tapestry. Feedback will be made via the private comments function. This feedback may be specific to the task with targets for improvement or it may be a more general acknowledgement of the effort that the child has put in.

- WVJS – pupils will receive feedback via Google classroom. Feedback will be made via the private comments function or via comments on an online Google document. This feedback may be specific to the task with targets for improvement or it may be a more general acknowledgement of the effort that the child has put in.

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 recognize 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:

- Work for pupils with SEND will be differentiated accordingly and this will be reflected in the level of challenge or differentiated tasks sets. In some cases, this may be different from the work set for the majority of the class. The SENCO will liaise with all relevant staff members to ensure that pupils and families remain fully supported. The SENCO will arrange additional support with the SEND, which will be unique to the child's individual needs.

- For pupils with ATT:

During the COVID-19 outbreak, if pupils are self-isolating or schools are closed, ATT will agree for equipment to be taken home, provided the guidelines below be followed.

Guidelines:
1. Check with your school's IT technician that home use can be supported and that the pupil will be able to log on at home.
2. Whilst the equipment is at home **E-Safety remains the responsibility of the school**. It is important that E-Safety procedures are discussed and agreed with parent(s)/carer(s) and the pupil.
3. The laptop must only be used by the pupil for schoolwork.
4. Passwords must not be changed.
5. No additional software is to be installed or downloaded unless permission is given by ATT.
6. It is expected that schools will provide on-going support and guidance to families on using the ATT equipment and software.

For insurance purposes, ATT must know the location of equipment.

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?

In most instances, children isolating at home will receive much the same approach as described above but with a few differences. Teachers will ensure that daily work is set on Tapestry or Google Classroom by 9:30am at the latest. Teachers will not be able to create pre-recorded lessons if only one or a few children are isolating rather than a whole class but will endeavor to adapt the resources used for the whole class to ensure that children can work independently at home and not miss any learning objectives. Teachers may not be able to respond to pupils as quickly either and this may be done at lunchtime or at the end of the school day rather than throughout the school day.