

## Shield Row Primary School

### 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?**

Children may be provided with 1 or 2 days worth of work to be completed on paper.

#### **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.

#### **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 per day
Key Stage 2	4 hours per day

#### **Accessing remote education**

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

Our remote learning offer will be based on Seesaw. Here teachers will upload a weekly schedule, teaching clips, links to other sites, activities, etc.

##### **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:

- Using the survey carried out in September, families will be offered the loan of a school device if they have wifi available at home
- For children who have no internet access, we will apply for support on behalf of families
- We can print all the relevant materials needed and offer a weekly collection of a paper pack
- Children can hand their work in weekly when a new pack is collected

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

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- online reading books (e.g. Epic Books, Bug Club)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips (e.g. Mathletics, Oddizzi)

### **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 ask that parents devise a routine for their child's day which is suitable for them and allows them to engage with school activities daily
- We ask that children engage with home learning Monday- Friday and share their work with their class teacher once an activity is complete
- As lessons are progressive, it is important that children access them in the order they are uploaded

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

- Teachers keep a record of pupil engagement on Seesaw on a daily basis. These weekly trackers are then submitted to the Senior Leadership Team.
- Where there are concerns about lack of engagement, class teachers will contact families in the first instance. We will look to support families with any difficulties they are having.
- Where there are on-going concerns about engagement, the headteacher will alert parents to these concerns via Parent Mail and school will monitor for a further 3 school days
- If, after 3 school days, we have no engagement from families, a welfare visit will be carried out by the head teacher and pastoral lead.

#### **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 comments – to praise, encourage and reward or to offer constructive feedback to support children's learning
- Audio comments – for lengthier feedback
- Acknowledgement marking – ticks for correct answers, digital stickers to praise, 'like' from teachers

### **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:

- Targets for SEN children to give families a clear focus/ goal
- Fortnightly phone call to parents of SEN children to discuss their progress
- Short video clips to engage and support children with their learning e.g. phonics, maths
- Open communication on Seesaw – if children flag up they are struggling with something, teachers will respond with a video clip to support
- Flexible timetable – as recordings and pre-recorded, families can access the activities at any time, rewind and replay clips
- Children will be provided with templates to support them with their work and the use of physical resources (from their basic skills packs) encouraged.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided may differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Work will be tailored so that it can be accessed by pupils at home, but there would be less pre-recorded video clips. We would continue to use White Rose maths clips, Oak Academy and phonics clips.