

## **Remote education provision: information for parents**

In the event that individual children, class/key stage bubbles or the whole school are required to close, this Remote/Home Learning plan will be implemented from your child's second day of absence. This may arise due to needing to self-isolate where local restrictions require pupils to stay at home or through track and trace contact.

### **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?**

Upon notification of your child's first day of self-isolating, specific year group activity packs, covering a variety of subjects, will be sent out to support 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 have needed to make some adaptations in some subjects, for example, PE due to not being able to provide learning or physical teaching of team sports.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

We aim to provide, on average, three hours a day across the KS1 cohort, with less for younger children and 4 hours a day across the KS2 cohort, of meaningful and relevant learning activities, across a variety of subjects, at the appropriate curriculum level for your child.

## Accessing remote education

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

The online platforms, Purple Mash and Class Dojo will be our first port of call for delivering Remote/Home learning at Ann Edwards School.

EYFS	KS1 –Years 1 and 2	LKS2 & UKS2 – Years 3 -6
Activities set and handed in on Class Dojo	Activities set and handed in on Class Dojo with some activities set on Purple Mash as well.	Activities set and handed in on Purple Mash with some activities set on Class Dojo.

As usual: Phonicbug, Phonicsplay, Times Table Rock Stars and Accelerated Reader will also be available to pupils.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. Taken as a direct quote from 'Restricting attendance during the national lockdown: schools Guidance for all schools in England'

## 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:

For pupils who do not have suitable online access, we will strive to provide ICT support where possible or printed resources, such as worksheets and books to help overcome barriers. Parents will be able to collect these from school as well as hand back for marking. Where this is not possible, we will deliver these resources to their house.

We have a limited number of laptops that can be loaned out to families, accompanied by a user agreement, who require support specifically linked to issues relating to accessing devices/internet linked to home learning. Please contact Mr Parker who will discuss what information is required and next steps.

## How will my child be taught remotely?

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

- printed paper packs produced by teachers (e.g. workbooks, worksheets, powerpoints) that are uploaded to Purple Mash or Class Dojo to access unless physical copies are needed.
- online activities/games set, in a variety of subjects, on Purple Mash
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as BBC bitesize, REonline, White Rose Maths.
- the use of recorded teaching sessions (including video clips and slides with voice overs) produced by school along with the use of teaching videos provided by DfE approved sites such as Oak National Academy lessons and White Rose Maths.

## 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?

Where possible, support of adults in the home will be a significant advantage for pupils to help engage with and access the learning activities set. We understand that this may not also be possible so the setting up of routines around when learning will take place at home would be beneficial. We would hope that the 3 hours(KS1) and 4 hours(KS2) of learning set each day is achievable for all pupils.

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

Children's engagement with set home learning tasks will be daily monitored with any concerns raised through an email then a telephone call, progressing to a home visit welfare check, if necessary, to families to rapidly identify effective solutions or provide any additional support where engagement is a concern.

We know from our recent experience how beneficial it is for the children's progress for them to engage with home learning tasks.

In the event that your child is unwell and unable to undertake remote learning, parents/carers will need to contact the school either by email or telephone so that the school is aware in a timely manner.

## **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:

Personalised feedback will be given to pupils, for each subject, at least once a week with all 'handed in' work being given acknowledgement.

## **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:

Where possible, support of adults in the home will be a significant advantage for pupils on the SEN register. If your child is unable to access remote education, we endeavour to adapt and personalise tasks to ensure pupils continue to make progress wherever possible. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access learning activities alongside their peers. During a period of enforced school closure, the SENDCo will work in partnership with families who have a child on a My Plan Plus or EHCP. This will include regular communication via e-mail or phone.

## **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?**

If this event was to occur, we would follow the same guidance set out above for home learning.