

Remote Education Provision
Information to parents

**Park Spring Primary
School**



Approved by:

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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?

At Park Spring, we expect every child to be accessing Remote Learning if they are not in school due to COVID restrictions. If a child is learning remotely, they will have received a letter, detailing log in information for Microsoft Teams, as well as additional online learning platforms. It is expected that children are accessing their team daily to receive learning and support from their class teacher.

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, the same reading text may be discussed in class and lesson, but different questions may be used. Maths lessons may have the same outcomes, but different ways to assess children.

We expect core learning to mirror in class learning as much as possible. As we progress our remote learning provision, we expect our foundation subjects to become closer aligned.

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	<ul style="list-style-type: none">In KS1, we expect up to 3 hours of learning a day on average (with less for younger children). This includes either recorded or live direct teaching and will be of equivalent length to the core teaching pupils would receive in school
Key Stage 2	<ul style="list-style-type: none">In Key Stage 2, we expect 4 hours of remote education a day, that includes either recorded or live direct teaching and will be of equivalent length to the core teaching pupils would receive in school

Accessing remote education

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

Primarily, children in Years 1 – 6 will access their remote learning through Microsoft Teams. This can be access through an internet search, or through links provided on our website. All children have been taught how to access the system prior to lockdown, and a user guide has been sent to parents to help explain the access for certain devices.

Log in details have been provided to children, and are available on request from the school office.

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:

A limited number of devices and mobile network packs are available for families who have no access to the internet and/or a suitable device. These are allocated on priority and families who are eligible have been contacted. If you feel a device or sim card is required for your child to access their learning, please get in touch to discuss options. If you have been contacted, a device loan agreement **must** be signed before collecting.

Printed materials will not be made available and we will seek to provide technology and/or support where possible.

If children cannot submit learning through teams, teachers expect learning emailed to them through the class email addresses, such as below:

- Year 1 email - Year1@parkspringprimary.co.uk

We want to encourage children to access learning online wherever possible, and printed resources will only be provided where all other options have been exhausted.

How will my child be taught remotely?

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

Teaching can be delivered in a number of ways at Park Spring. We usually deliver a number of live lessons a day, with time being provided for both input and support. We expect children to be online and in the Teams meeting for each session. Teachers may also direct children to one of our online learning platforms. These may include White Rose Maths lessons or National Oak Academy sessions. Children will receive input from teachers as well as support where needed. Feedback will be delivered to ensure children get the most out of their learning time.

Core subjects are delivered daily and will be delivered in the school morning. In an afternoon, teachers may deliver a class read, or set a topic lesson depending on Key Stage. In certain sessions, teaching assistants may be available to support children.

In EYFS, Reception children will have their daily maths and 2 phonics lessons (reading and writing) delivered via Zoom, along with a daily story time. Photographs and comments about the child's learning can be uploaded by parents/carers to Tapestry, where feedback can be given by staff, alongside the verbal feedback given during the lesson.

In Nursery, the children are provided with a remote learning timetable on Tapestry. They also have 3 short Zoom sessions with the nursery teachers to sing, listen to a story, do some phonics or counting. Photographs, videos or comments can be uploaded by families to Tapestry for staff in school to feed back to.

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 children to be attending daily sessions as they would in school. A register of engagement is taken throughout the day. This means that even if a child is prevented from accessing initially, they have the opportunity to access the same learning later in the day.

We expect parents to support their child to access the platform in the first few weeks of remote learning, but children will be given learning support by teachers.

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

As mentioned above, registers are taken to monitor attendance. Engagement is also monitored through assignment hand in's and emails received of learning. As we are currently delivering live lessons, teachers will immediately be aware of any children who are missing the session. If there is a concern about children's engagement, teachers will contact to try and provide a resolution. In the even engagement does not improve, the schools' inclusion team will make contact and offer support.

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:

As we are delivering live lessons, many elements of formative assessment from in-class teaching can continue. Assessment for learning will provide the basis of assessment online, just like it does in school. Specific learning objectives, questioning and feedback will be provided during lessons. Higher up in the school, children will be required to submit learning through Microsoft Teams' assignment feature. This will then be assessed by the class teacher, and feedback may be provided. As in school, teachers will follow our minimal marking policy, providing marking in a timely manner in lesson. Assessment will also feed forward into planning for future lessons.

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:

In the first instance, children with EHCP's have been offered places in school. For those children who need additional support from school, the inclusion team will have been in touch to discuss options. If you feel additional support is needed, contact your child's class teacher. Where parents have chosen to keep children out of the school site, we will offer support.

For younger pupils, we will use the Tapestry platform, which allows evidence to be uploaded.

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?

During lockdown, the expectation for self-isolators is the same as remote learners. When school is fully open and bubbles or individual cases have to self-isolate, a weekly online learning timetable is provided, along with accompanying worksheets and slides. Children will receive a daily check in from an adult at school, although this may not always be the class teacher.