

## Remote education provision: information for parents

This information provides clarity and transparency to pupils and parents and carers at John Cross CE Primary School about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

### 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 the first instance pupils will be sent home with pre-printed work, workbooks and exercise books to record work in along with any resources and stationery they may require. Children will bring home passwords to online platforms they will be expected to use.

Communication with parents would be via email and Seesaw, our online platform.

#### 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 will 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 PE (taught using on line videos), and Science (where investigations were planned).

Communication with children regarding their learning will be via Seesaw.

### 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 will take pupils broadly the following number of hours each day:

EYFS	Up to 3 hours (equivalent to our regular focussed carpet sessions and time to complete activities)
Key Stage 1	3 hours- This includes recorded teaching time and time to complete tasks.

Key Stage 2	4 hours - (including teaching and independent work)
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## Accessing remote education

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

Resources to deliver our remote education offer include:

- Seesaw (KS1 & KS2) and Tapestry (EYFS)
- Online tools for EYFS KS1 – White Rose Maths, Phonics Play, Floppy’s Phonics online, Phonics Comics, Twinkl Go, Oxford Owl, Reading Eggs, Spelling Shed, Maths Shed, Zoom, BBC Bitesize, Literacy Shed, Purple Mash.
- Online tools for KS2 – White Rose Maths, Oak Academy, Purple Mash, Zoom, Daily 10, Hit the Button, BBC Bitesize, Youtube (via links), Mathletics, Topmarks, Literacy Shed, Serial Mash.,
- Zoom - for worship, story sessions and whole class well-being catch ups and quizzes.

### 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:

- Where pupils are having difficulty accessing online learning, parents should in the first instance contact the class teacher so alternative access can be agreed and the school will endeavour where possible to loan IT hardware.
- IT support will be provided to parents during school opening hours, although more complex IT support may need specialist input.
- School will pass on relevant details to parents on e.g. mobile data providers offering free data and internet providers on our school Facebook page and via newsletters.
- Pupils who cannot access printed materials (available online) can have printed packs and these can be collected from the school, posted out or delivered by staff. Work in KS2 is mainly planned so that it does not require printing.
- Pupils who do not have online access can submit work by returning it to the school.

## How will my child be taught remotely?

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

Recorded teaching (e.g. Oak Academy lessons, video/audio recordings made by teachers)	Recorded lessons or introductions to lessons are used from EYFS to KS2. This can be a video or commentary added to teaching PowerPoints, teachers prepared videos, e.g. maths starters, calculation support, stories or phonics. White Rose maths which provides pre-recorded teaching slides.
Printed paper packs produced by teachers and teaching assistants (e.g. workbooks, worksheets)	Packs or printed resources will be provided when requested due to a lack of printing facilities.
Textbooks and reading books pupils have at home	Children will be encouraged to use textbooks and reading books they have at home – they will be then be directed to online reading material to ensure they are reading regularly.
Commercially available website supporting the teaching of specific subjects or areas, including video clips or sequences	Twinkl, Spelling Shed, Maths Shed, Oak Academy, BBC Bitesize, White Rose Maths, Floppy's Phonics online and Purple Mash
Daily Timetables	Teachers will provide daily timetables to direct your child's learning and to summarise where work can be found.

## Engagement and feedback

### What are your expectations for my child's engagement and the support we as parents and carers should provide at home?

The school has high expectations in terms of pupil engagement and the support that parents and carers should provide from home.

We would reasonably expect:

- Your child to be ready to engage in remote learning at the start of the school day and throughout that day.
- That parents provide a quiet place to work, technology and writing resources, and provide support and encouragement for their children to complete the work provided.

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

- Teachers check the quality and quantity of work uploaded to Seesaw throughout the day. Teachers will give feedback on every piece of work uploaded to Seesaw, this can be written or a recorded comment. Often conversations can arise from this which can further support the pupils at home.
- Teachers monitor engagement daily and keep a register of work completed and uploaded to Seesaw, where there is a concern, parents and carers will be contacted via email or a phone call to offer support and discuss barriers to learning.

## **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:

- Assessment and feedback will be given on pupil's work via comments on Seesaw
- Pupils will receive feedback on their work daily.
- In KS1 live weekly spelling tests will continue via Spelling Shed.
- Parents are also encouraged to comment on their child's work e.g. support required or completed independently.

## **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:

The school believes that pupils with additional needs or a disability should not be treated any differently than any other pupil. The school will take all reasonable steps to ensure children with additional needs have the same remote educational opportunities as other children.

- Work will be differentiated and tailored to children's Individual Learning Plans
- Differentiated work packs will be sent home if children cannot access work on Seesaw
- For younger pupils in (reception and year 1), there will be recorded videos from their teachers and where possible tasks will be practical and differentiated according to the child's needs.
- Support for parents will be available via phone or email.
- Classes will all provide Zoom well-being sessions with all children two or three times a week.

### **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. Where required school-based activities will be adapted for self-isolating pupils, and will be provided online or via work packs as appropriate.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

When a child is self-isolating and their peers are in school, the pupil will access remote learning and this offer will be the same as outlined above.