

Scarning Primary School Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents / 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.

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, some practical aspects of Design Technology may be different due to the specialist resources needed. You may find teachers restructure their year's long term plan also, so that lessons that lend themselves to home learning are prioritised. An example would be the teaching of time, or volume and capacity in maths. Such lessons require resources that many families will have about the home. We may use particular visual representations through resources such as MyMaths to teach certain mathematical concepts too such as fractions.
- Ultimately, teachers will continue to follow their year group's curriculum, but adapt plans to cater for the practicalities of home-learning. They will also consider learning missed within the children's previous year groups during the first round of school closures. This is something that was happening from September, prior to schools closing anyway.

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- this includes the Zoom teaching sessions (roughly 1 hour per day) reading, and exercise / P.E.
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Key Stage 2	4 hours- this includes the Zoom teaching sessions (roughly 1 hour per day) reading, and exercise / P.E.
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Accessing remote education

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

All year groups will be providing daily Zoom live lessons for an hour each day. The links will be emailed out to parents. For Y1 – Y6, this will include a morning session of roughly half an hour, and an afternoon end-of-day session for another half an hour. The morning session will be a chance for teachers to provide modelling and instruction to their class, while the afternoon session will be a chance to reflect upon some of the good work produced, and to discuss any learning further. The afternoon session will also be a chance to share in the class story. The Zoom sessions are recorded so that they can be replayed, and accessed at later points to the scheduled times.

Daily plans will also be emailed out to parents, and resources such as presentations will be stored on the school's Google Drive for parents to access. Resources used may include links to videos provided by institutions such as the Oak Academy or BBC Bitesize. Web based programmes such as Times Table Rock Stars, MyMaths, and IDL will also be used to set tasks and provide feedback.

Platforms for sharing work

Reception- Reception will continue to use Tapestry to share and respond to learning taking place. This will continue to work as it does when schools are open. It will be supplemented with further instructional videos from the EYFS team.

Y1- Y4- Class Dojo will be used for teaching staff and families to share and respond to work. Email correspondence will also be used in some circumstances.

Y5/ Y6- Work will be set and responded to through Google Classroom

* Should families not be able to access online learning, laptops can be borrowed from the school. The school also has a number of wireless 4G dongles to lend in order to provide internet access for those who do not have it. Parents / carers should contact their class teacher or the school office in this instance.

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:

Should families not be able to access online learning, laptops can be borrowed from the school. The school also has a number of wireless 4G dongles in order to provide internet access for those who do not have it. Parents / carers should contact their class teacher or the school office in this instance.

In certain circumstances where access to online remote learning is not possible, resource packs will be printed and delivered. Each individual circumstance will be discussed and agreed with the head teacher when planning the provision of learning tasks and arranging for work to be responded 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?

Parents / Carers

We expect parents to support their children in achieving the scheduled amount of hours home-learning each day.

We do however recognise the issues around the practicalities of this, particularly with families of younger children, larger families, and families where both parents continue to work from home. We will do all we can to work with families, and where difficulties occur, seek to find a unique resolution to overcome the obstacles.

Teachers will plan for a mix of tasks that may require some form of adult support, but will also plan for a work that children should be able to complete independently. Some extension tasks may be provided also, but these will be an optional extra to supplement learning, and will not be an expectation.

A weekly register of engagement will be kept so we can track levels of engagement, and so that we can identify and reach out to families where we feel we may need to.

Teachers/ Teaching Assistants

Teachers and teaching assistants will be on hand throughout the course of each day to provide swift, quick responses to work shared by pupils. This will be in the form of written notes and voice memos provided within the different online platforms. They may also be sent in emails to parents. Work will also be celebrated and discussed in the afternoon live Zoom sessions.

Teachers and teaching assistants will also be on hand to support with any further instruction needed on an individual basis where this is appropriate and needed.

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

A weekly engagement register is completed by each teacher so that engagement from pupils can be tracked. This register is a reflection of the attendance in the zoom sessions, as well as a recognition of the work the pupils hand in. Where concerns arise, parents will be notified formally with a letter, which will also explain the further support that could potentially be offered as described above.

Where engagement that has previously been good suddenly diminishes, teachers or teaching assistants may make a quick 'drop-in' call to check families are being supported as much as possible, and to provide any further assistance should it be necessary.

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:

- Feedback will mainly take the form of written responses to work produced and shared within each year groups digital platform (Tapestry / Dojo/ Google Classroom) and may also be provided within emails to parents. This will include positive comments, as well as guidance as to how work can be further improved should this be relevant.
- Work will be celebrated and discussed in the afternoon 'plenary' Zoom session. Comments will be made by the teaching teams about aspects of learning that have gone well. Answers to tasks set may also be given with further explanations provided.
- Web based programmes such as MyMaths and Phonics Play provide instant feedback through answers given, and results to tasks will provide teachers with the knowledge to set follow up tasks.
- Quizzes such as Kahoot will also be used by some year groups as part of the live sessions.

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:

As noted above, where obstacles occur regarding accessibility around remote-learning, we will work with families on an individual basis to ensure to identify and implement a tailored solution.

This could include differentiated or adapted resources and tasks, or extra support and input from teaching assistants over the course of the 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.

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

Weekly plans and tasks for those self-isolating while schools are fully open are uploaded to the school's shared Google Drive. This can be accessed by parents and carers via the 'Home-Learning' tab on the school website.

These weekly plans follow the learning taking place in class. Where pupils have to isolate for longer than a week, either the class teacher or a teaching assistant will make a call to check-in on the child's welfare but also to check understanding of home-learning provided.

Work can be shared via e-mail, or via the class' home-learning platform.