



## Remote education provision: information for parents February 2021 v2

This information is intended to provide clarity and transparency to pupils and parents and carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

This document has been collated using a template from the Department for Education and has been populated (shown with blue type) by Chris Priddey (Headteacher) in consultation with school staff and in partnership with parents, taking onboard feedback and suggestions. This information is subject to change.

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**From 5th January 2021 the country was put into a National lockdown until February half term at the earliest.**

Expectations for learning are different from the last lockdown. Previously, until June 2020, schools were told to prioritise child care for children of key workers and vulnerable children. This time, alongside provision for the most vulnerable and the children of critical workers, the priority is education and learning for all children. Whether learning at home or in school the personal and intellectual development of our children is a priority.

***Just as if they were in class and whether in full lockdown, a phase or class closure or isolating as an individual, children learning at home are expected to be attentive to their teacher (not to be eating or wandering about in a live session) and complete work to the best of their ability.***

We need to balance capacity for quality learning to take place at home alongside safe provision in school for the most vulnerable children and those whose parents are critical workers who cannot work from home and without other childcare available to them.

### **We have four principles for our school:**

1. Reduce group size to a safe enough level - *these are in year groups where possible.*
2. Maintain the integrity of groups, keep them intact - *there is no mixing of classes during the school day. Some schools have had to cease before and after school care. We are offering The Club to working families. We are mitigating risk by encouraging groups to maintain distance and using the outdoors and hall as much as possible.*
3. Capacity for the home learning offer - *children learning at home are as important to us as those needing a place in school. We cannot staff the school to the point that there is not capacity to provide learning at home.*
4. Staff should work from home whenever they can - *some will be in school working face to face or because of other roles. Technical limitations for some roles mean staff will be in where they can't work from home. Any staff who are clinically extremely vulnerable are working from 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?

Initial pack for children (copied onto paper, with a simple instruction/expectation sheet – include a reminder to get logged into Teams): 2 writing pieces, 2 reading (comprehension) activities, 2 phonics or spelling grammar activities, 2 maths activities, 1 maths fluency activity (fluency grid), 1 open-ended topic-based activity  
Ongoing/supplementary activity sheets that can be accessed with limited additional contact/support by class teachers – consolidation, spelling/grammar, fluency grids, open-ended writing tasks, topic research tasks, sports activities (links to YouTube), etc

### 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 aim to 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.

## 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:

Reception and Key Stage 1	Number of hours – an average of 3-4hours
Key Stage 2	Number of hours – an average of 4-5 hours

## Accessing remote education

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

'Microsoft Teams' will be the main platform for sharing work, meeting online, and communicating with our children and their families. There may be times that parents may wish to email staff. Reception children and their families have access to 'Learning Book' where work can be uploaded forming part of the Early Years assessment evidence base.

Other online content is available to our families (usernames/passwords will be shared as necessary), including: 'PurpleMash' (computing as well as content for other subject areas), 'Bug Club'/'Science Club' (reading and comprehension materials/science resources).

### 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:

If families do not have access to a suitable device to run the software (above), the school will lend either a Windows laptop or an iPad. Parents should contact school by email to [head@sandiway.cheshire.sch.uk](mailto:head@sandiway.cheshire.sch.uk). A lending agreement will need to be signed. If families do not have access to a reliable internet connection, families can also contact school who will be able to lend a 4G router.

If pupils need access to any printed materials, they can be collected each day from school. Alternatively, printing can be collected from Hollybank Vets by emailing [info@hollybankvets.co.uk](mailto:info@hollybankvets.co.uk)

Any work should be submitted electronically, where possible. Alternatively, completed work can be dropped off at school as soon as reasonably possible – staff will collect the work and mark it.

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

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

- A **'live registration'** for each class at 9.00am for up to 30 mins. All children are expected to attend this session, with follow up calls from the school office for children we don't see - the phone call is to make sure you and your family are ok. Following the registration, there will be the introduction to the day, which will lead into the first session. These 'live' sessions will be recorded in Teams so they can be watched if missed, or watched again if your child wishes to go back and watch again for clarification.
- **Recorded sessions** - this may be one longer one or a few shorter ones (Reception have one for the week to support parents understanding the context of the five days in a similar way to how the Foundation Stage works in school) - available in Teams, that will introduce and teach the next sessions of the day. Resources will be available for the children to enable these sessions as independent as possible (age dependent). Work should be handed in and will be reviewed by the teachers. Resources will also be available in school for collection. During the week, teachers will also start to look at meeting smaller groups or recording content for specific groups for additional learning - this will build over time; examples include bespoke phonics sessions, guided reading sessions, additional support, etc.
- A **further 'live session' in the afternoon** will give children and teachers to review, mark, discuss work that has been undertaken in the day. This may also lead into discussions about the next day or finish with a story. Some teachers will also be **recording other sessions for the end of the day - like a class story** to listen to.
- A number of websites are also available for the children and staff will guide children in their use – including: PurpleMash, Bug Club and Science Bug
- There is a recorded whole school assembly each week from the Headteacher and a live assembly at the end of the week which is used to celebrate achievements for all children.

### **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 all pupils to engage with remote education, starting with the register at 9am at the beginning of each day. However, we do recognise that there may be barriers to pupil engagement, including sharing of devices, reliability of internet connection, parent's other responsibilities looking after other children, parents working from home, etc. Feedback tells us that recorded lessons are easier to manage as they can be accessed anytime during the day. School staff are mindful of the stresses in many homes – we encourage our children to be as independent as possible to reduce this stress.
- We expect all parents to support their children at home, for example, setting routines to support their child's education. We do recognise that there may be barriers to support depending on different family circumstances; school will support parents in their role where possible.
- Giving punctuated support alongside a degree of independence and expectation they get on with it is kind to children as well as their parents and carers. In the event of parents and carers being unwell themselves we will be useful and kind, adjust expectation and support as well as we can.

**How will you check whether children are engaging with their work and how will parents be informed if there are concerns?**

- Pupils' engagement with remote education will be checked on a daily basis, with teachers monitoring the engagement of work through live lessons and through monitoring of work that has been submitted or 'handed in'.
- Where engagement is a concern, teachers will make contact with parents through Teams, by email or by phone; conversations will take place to find out how school can further support parents so that children are able to fully access the learning that has been set. Where further contact is necessary, the Headteacher will also make contact with families offering support and finding out what barriers there may be.

**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:

- Teachers will assess pupils during live sessions (e.g. Phonics) similarly to how they would in class, using children's whiteboards and oral responses. Teachers and teaching assistants see the work children have uploaded. Just as in our Assessment for Learning in school, this doesn't mean every piece of work is responded to/marked individually. Teachers will note misconceptions that need to be addressed in following lessons (this may be verbal and not on the work). They will also note and share WAGOLL (what a good one looks like) - examples of online learning as a model for pupils. *It may be helpful if work could be uploaded just once a day, attaching all the documents to submit from a range of subjects. It is not an expectation that every single piece of paper written on has to be uploaded. Teachers may ask for the child's best work; this can improve quality in all subjects. Teachers comment for learning and celebration and this means not every single uploaded piece will have an individual comment. Teaching from home, just like learning from home, has real challenges and responding to what could be hundreds of individual messages and uploads will reduce capacity for planning learning and recording or preparing lessons.*
- Assessment for learning will be different to in class. Online, even in a live lesson, monitoring children's body language, facial expressions and potential confusion is more difficult. Children, especially older ones, can be expected to use the 'chat' facility in a live lesson or 'message' their teacher in the event of not understanding.

## **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:

- Some work, like in Power Maths books, work moves from a lower to higher level. This recognises the additional challenges faced by families supporting remote learning, especially families whose children have additional needs.
- Some children who have additional difficulties are having different class or small group sessions eg phonics, mathematics.
- Some children will be able to access 1-1 tuition as capacity allows.
- We are providing some paper-based packs for children where this is more suitable. This is where, in our professional judgement, we think a child will benefit from an alternative curriculum
- A small number of children with SEND [special educational needs and/or disability] but without an EHCP [education, health and care plan] have access to some direct teaching and learning in school subject to capacity and the school's risk assessment.

### **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?

While the country is in lockdown, learning at home mirrors learning in school. Children are being taught the same objectives and, in some cases, teachers working from home are leading learning in school as well as with children at home.