

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 if 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?

Each year group has a pack ready to send with the children if a bubble closes. Within 48 hours of notification of child/class isolating/national restrictions class teacher to upload the outline onto Class Dojo or email if not on Class Dojo.

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, in History, we will focus on the use of reading texts to gain skills and knowledge as well as to fill gaps in reading knowledge.

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:

Primary school-aged pupils	The amount of remote education provided should be, as a minimum: <u>Key Stage 1:</u> 3 hours a day on average across the cohort, with less for younger children <u>Key Stage 2:</u> 4 hours a day
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Accessing remote education

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

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources.

Children will remain in contact with their class teacher through Class Dojo (to share successes and communications).

Purple Mash, Serial Mash and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Class Dojo will remain in use as the communication element (This will only be between 8am and 4pm). Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community. When using Class Dojo as a communication platform with parents this will comply with the school's Safeguarding, Child Protection and conduct policies. Any concerns will be recorded using CPOMS.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Class Dojo
- Microsoft Teams
- TT Rockstars
- Purple Mash
- Accelerated Reader
- Oxford Owl

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 a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where possible, iPads will be made available for loan and parents will be reminded to make the school aware of any barriers to accessing remote learning. Parents can either let their child's class teacher know that they will require a device, they can contact Mr Smith or the office to request one, or use the regular remote learning surveys to inform of the need of one.

Names will be put on to a waiting list, with preference order being: those that do not have a device at all; those that are sharing a parental device and parent is also working from home on that device; those where children are using an older or limited device; those that are sharing a phone between siblings; those with a larger number of children at home for who an additional device may be needed for children to be able to appropriately access. We have a total of 49 iPads and 3 laptops, which are available for loan. Parents will be asked to complete a device loan agreement, when they collect the device from school, or if it is delivered, if the family are isolating.

If no or limited internet access, parents are asked to inform their child's class teacher, Mr Smith or the office, who will then support families to increase mobile data, or where possible provide 4G devices as and when they become available from the DfE. If parents require additional data for their mobile device they should contact Mr Smith who will go through the relevant offers from the mobile companies as well as the required privacy statement.

If you require printed work packs, please contact the class teacher who will arrange for packs to be ready for collection at the school office, or for delivery if isolating. If no internet access, we ask that you drop off the work when the next pack is collected. If you have access to Class Dojo through a parental device, we will happily accept photos of work that can be added to the child's portfolio.

How will my child be taught remotely?

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

Using Class Dojo/Microsoft Teams or email, if not on Class Dojo, the Class teacher will upload an outline of activities that the child can complete at home at the beginning of each day. This should be in line with what is being taught in school. Each morning the teacher will message to remind children what they need to complete that day along with the links.

Recorded slides can be uploaded and videos recorded when needed/appropriate.

Literacy and numeracy (Maths No Problem, Oak Academy and Read Write Inc).

For non-core lessons, resources will be uploaded to Class Dojo and where possible web-links to appropriate support materials will be shared. Children will be sign-posted to apps such as Purple Mash, TT Rock Stars, Accelerated Reading and Serial Mash.

	Class Dojo	Weekly Planning	Recordings
EYFS	Upload daily plan as a class story. Parents to share learning via messages with photos and/or portfolio.	<p>This is an example timetable.</p> <p>9am – 9:15am: Registration via Teams with support from adult at home and a reminder of tasks for the day</p> <p>9.15am – 9.45am: Phonics (RWI)</p> <p>9.45am -11am: Independent learning through play/Mini mash</p> <p>11am -11.30am: Numeracy Task (Mini Mash/Oak Academy)</p> <p>1pm – 1.15pm: Independent reading (Oxford Owl or book from home)</p> <p>1.15pm -1.45pm: Literacy Task (linked to Oak Academy or RWI)</p> <p>1.45pm – 2.45pm: Independent learning through play/Mini mash</p> <p>2.45pm – 3pm: Review of the day/story time and goodbye via ClassDojo or Teams with support from adult at home</p>	<p>Daily video recordings – story.</p> <p>Staff may also use video content from providers such as Oak National Academy</p>

<p>KS1</p>	<p>Upload daily plan as a class story. Parents to share learning via messages with photos and/or portfolio.</p>	<p>This is an example timetable.</p> <p>9am – 9.10am Registration via Teams and a reminder of tasks for the day.</p> <p>9.15am – 10.00am Literacy (to include spelling and grammar). Link to Oak Academy/Purple Mash/RWI.</p> <p>10.00am – 10.30am Break & Snack</p> <p>10.30am – 10.50am Phonics (link to RWI videos)</p> <p>11.00am – 11.45am Numeracy (link to Maths No Problem/Oak Academy)</p> <p>11.45am – 1.00pm Lunch</p> <p>1pm– 1.20pm Reading (link to Oxford Owl/RWI)</p> <p>1.20pm – 1.50pm Topic (link to Oak Academy or own videos or work following school curriculum where possible)</p> <p>1.50pm – 2.10pm Break</p> <p>2.10pm – 3.00pm – PE/Wellbeing</p> <p>3pm – 3.15pm Review of the day/story time and goodbye via Teams</p> <p>Children’s work will be marked and feedback will be given to the children within 48 hours of being completed.</p>	<p>Video recording once a week of a story. Recordings over slides or recorded lesson for input where appropriate. Staff may also use video content from providers such as Oak National Academy</p>
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<p>KS2</p>	<p>Upload daily plan as a class story. Parents to share learning via messages and photos sent in a message.</p>	<p>This is an example timetable:</p> <p>9:00am – Registration via Teams, the children will be reminded about the tasks for the day.</p> <p>9:30am - Literacy (including spelling and grammar) will begin at 9:30 and will be linked to Oak Academy or Purple Mash.</p> <p>10.45am – 11am Break & Snack</p> <p>11am - Maths – using Maths No Problem and/or Oak Academy.</p> <p>12pm - Lunch</p> <p>1pm - Topic - activities linked to Oak Academy, Purple Mash, BBC Bitesize</p> <p>2pm - PE/wellbeing – activities linked to Oak Academy, Purple Mash, YouTube PE lessons (link to be sent out via Class Dojo).</p> <p>2:30pm – independent reading on Accelerated Reading or Serial Mash. Children to complete the quizzes at the end of their books to check understanding.</p> <p>3pm – 3:15pm – Class reader and goodbye via Teams.</p> <p>Children’s work will be marked and feedback will be given to the children within 48 hours of being completed.</p>	<p>Video recording of a chapter of the class reader once a week, recording teaching a topic, live lesson or voice recordings over slides depending where appropriate. Staff may also use video content from providers such as Oak National Academy</p>
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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?

Children should submit evidence that at least 1 piece of English, 1 piece of Maths and 1 foundation subject per day has been completed and that they be contactable with the class teacher during the school day – although consider they may not always be in front of a device the entire time and those with no devices may need a phone call/Dojo Message.

Children are to complete work to the deadline set by teachers and seek help if they need it from teachers if they are struggling. Alert teachers if they're not able to complete work and why.

Staff can expect parents with children learning remotely to: make the school aware if their child is sick or otherwise can't complete work; seek help from the school if they need it with remote learning – if regarding work contact the class teacher, if regarding tech issues contact Mr Smith, if regarding safeguarding contact our Safeguarding leads Mrs O'Connor and Mrs Brownlee; be respectful when making any complaints or concerns known to staff. We suggest that parents use the above timetables, as well as the ones sent out by the class teacher, to support children to structure the day in a way that is appropriate for the children. This may mean that they complete work at a time that is more suitable for the family's situation and school will support with this if needed.

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

- Teachers will keep a daily log of pupil engagement – this will monitor engagement with online lessons, whether the family respond to messages and whether they are submitting no, partial or all work. This will also be used to monitor who is accessing alternative provision such as work packs, or if a child is ill.
- If children fail to complete work, teachers are to contact parents to discuss the importance of children accessing online learning and if there are any issues discuss ways around it and report the conversation on CPOMs using the 'Remote Learning' category.

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 access completed work on the child's portfolio on Class Dojo, the child's folder on Purple Mash or via Microsoft Teams. Feedback should be given on each piece that has been completed, either via their Portfolio, Purple Mash or verbally via Microsoft Teams. This could be via whole class live or recorded feedback, small group live or recorded feedback, individual feedback though written comments on units of work (e.g. if there are more than one 'worksheet' on Class Dojo for English, not every piece will be marked), self-marking forms or quizzes. Feedback should be provided ready for the following day, for work that is submitted before 4pm.

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:

We recognise that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers is essential at Peel Hall and has been considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage.

If a child is vulnerable (including SEN) in any way, the DSL and SENCo will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL, SENCo or class teacher (record on CPOMS). Class teachers are expected to differentiate the work where possible, and provide work at the appropriate level for children with SEN – this may mean a separate pack of work is emailed out, or made available as a printed work pack. The adapted work may not follow the normal curriculum that the rest of the class follows, though they will have access to it so that they can still complete, where possible.

The SENCo will support by: working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent; working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other; monitoring the remote work set by teachers through regular meetings with teachers or by reviewing work set; and alerting teachers to resources they can use to teach their subject remotely.

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?

Teachers to complete a weekly home learning plan that is in line with what is being taught in school. Home learning plan to have the links for each subject for each day for the children to access from home (literacy, numeracy, topic)

Within 48 hours of notification of child isolating, class teacher to upload the outline onto Class Dojo or email, if not on Class Dojo.

If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak Academy session or provide resources uploaded to Class Dojo. We currently have limited scope to have live lessons while a full class is in school, however if possible lessons can be shared live via Teams.

For non-core lessons, resources will be uploaded to Class Dojo and where possible web-links to appropriate support materials will be shared. This will often be through use of logins to access online resources such as Purple Mash, TT Rock Stars, Bug Club and Spelling Shed.

If completed work is uploaded to Class Dojo floating class teacher or teaching assistant to review and comment where they feel appropriate.