



## **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?**

All parents and children will be familiar with Seesaw and Google Classroom logins as we use them to distribute homework and for in-school learning. Work will be available for home access from the second day of home learning on Seesaw and Google classroom platforms in the event of a school or bubble lockdown. Where children are self isolating work will be sourced and distributed to individuals from their class teacher. There will not be any feedback provided for the first 2 days of remote learning work. All children from EYFS – Year 2 will be supplied with a home learning pack with a range of resources to support the practical nature of the home learning.

#### **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 core curriculum remotely as we do in school. Teachers in school will provide extra modelling and feedback to key workers and vulnerable pupils, whilst KS2 teachers leading remote learning will lead live learning and feedback sessions as well as online independent tasks.

## 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	A minimum of: EYFS – 2/3 hours KS1 – 3 hours KS2 – 4 hours
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## Accessing remote education

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

Through Google classroom and Seesaw.

### 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:

We are committed to ensuring access for all to our remote learning provision.

- All pupil premium children are allocated a chrome book to use at home for the duration of their time with use at Roselands primary School.
- If you are experiencing difficulties in accessing the online provision we would urge you to contact the school. We will do our best to support you in overcoming these barriers and will allocate further devices where we can.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) using Google Meet, Jamboard
- recorded teaching (e.g. White rose maths lessons, video/audio recordings made by teachers)
- online reading books;
- google apps (eg. Forms and quizzes eg. Kahoot)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as youtube
- Practical activities (especially for EYFS and Year 1)

## **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?**

- All pupils will be encouraged to engage with remote education with support from teachers and SLT for accessibility issues. We will expect all pupils to submit work daily. Parents should prioritize core subjects.
- Parents of KS2 children should check the weekly Live and activity timetable and plan their days to balance their workload and ensure that they have free time for learning breaks and fresh air. We would expect KS2 children to be able to learn relatively independently
- Parents of EYFS/KS1 children will also need to plan their day carefully to ensure that children get movement breaks and that they are available to be involved in any live sessions, in addition to the regular daily provision, that teachers arrange for pupils to keep in contact with their peers.
- Teachers are accessible for support during working hours and can be contacted via Seesaw and through the Google classroom..

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

In this section, please set out briefly:

- A daily register is taken for all pupils of their engagement with remote learning. A register is also taken for all Live sessions.
- Pupil premium children will receive a phonecall each week to discuss their learning and welfare if no other 1:1 contact is made through their learning platform.
- Any children who are not engaging in remote learning or submitting work will receive a phonecall from their Teacher/TA and support will be offered to overcome any barriers to learning.
- If pupils continue to be disengaged with remote learning, a member of SLT will be in contact with parents.
- Pupils with EHCPs/1:1 TAs will be contacted daily by their 1:1 TA

## **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 and assessment will take a variety of forms, including verbal feedback, written feedback on submitted work, google forms, quizzes, pre set answer sheets will be uploaded for self assessment and peer feedback will be developed once the children are confident and respect the online etiquette.
- Feedback will be offered for all core learning.

## **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:

- Pupils with EHCPs/1:1 TAs will be contacted daily by their 1:1 TA
- Teachers/SLT will work alongside parents of SEND children to know that reasonable adjustment may be made to activities to alter the way learning is delivered and adapted to suit individual needs
- Staff will explore how best to differentiate tasks to meet the needs of individuals with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

## **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?**

If a child is self isolating, they will follow the programme as set out by the teacher to mirror the in-school provision as best as possible.