

## **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?**

We are using Microsoft Teams for our remote learning. Children have been given access to this and have been told how to use it for online learning. On their return to school teachers will check their understanding and provide further teaching if it is deemed necessary.

### **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 may need to make some adaptations in some subjects. For example in PSHEE, where there is a lot of discussion needed we may delay these lessons until school has reopened.

### **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 (Early Years)	Up to 3 hours.
Key Stage One ( Years 1 and 2)	3 hours.
Key Stage Two (Years 3,4,5 and 6)	4 hours.

Children will be taught broadly in line with the usual school timetable for their age.

## **Accessing remote education**

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

Children have access to Microsoft Teams, Education City, Bugs Club, Times Table Rockstars and Numbots. The children have been given passwords for these online programs. Instructions for Microsoft Teams have been posted on our school website. Paper copies of instructions are also available from our school office.

### **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:

- Parents to email or phone school with any issues they may have so that school can find a solution to support the children with remote access
- Pupils can access any printed materials needed if they do not have online access by contacting school office. A message will be given to the class teacher to provide a pack for learning.
- Pupils can submit work to their teachers if they do not have online access by completing paper copies and returning them to school via the school office. Parents will then need to return the completed work and pick up the next lot of work. Feedback can be given via email/phone call.
- The school will loan laptops/chrome books to families where they are required. We have a limited supply and will distribute accordingly. If there is no internet access we will provide paper learning packs to be collected from the school office. Learning packs can also be delivered by school staff if this is needed.

### **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 for all the classes throughout the school:

## **Nursery**

Each morning the day's assignments are posted on Teams. These include:

- A Literacy, PSED, PD or RE activity.
- A Maths Activity
- The daily prayer

There will also be PowerPoints or additional resources included to support learning.

In the 'files' section there is a daily video of our Nursery teacher or EYFS teaching assistants reading a story. These are linked to the day's activities.

Parents are asked to take photos or videos of their child completing the work and 'hand in' on Teams. With all the activities an alternative will be offered if there is no printer available at home.

Our Nursery teacher will feedback on every piece of work with comments and where necessary a suggestion for further support. Stickers are rewarded to the children. Our Nursery teacher will keep a note of how many stickers each child has gained and certificates will be ready for their return to school. Photographs of the children will be collated from the week's activities. These will be used for their individual journals. Our Nursery teacher will be available every day for questions and will inform parents of these times.

If there is a child not engaging in the work set our Nursery teacher will contact parents using the private 'chat' function or by telephone calls.

A Bug Club user guide was sent home via teams to encourage more parents to access it.

Live sessions were available each week for class to interact with each other.

## **Reception**

Work is uploaded the night before due to feedback from parents. The uploaded work includes:

- Daily prayers
- Phonics activities –either a new sound or revising a sound that has been taught previously. A phonics based activity is planned to support this. Our Reception teachers have uploaded a video of phase 3 sounds so all children can practise these at home.
- A Literacy activity which involves writing.
- A maths video / game on Education City or Numbots.
- A Maths activity.
- Every afternoon teachers will encourage the use of Bugs Club in order to continue daily reading. There will also be a routine in the afternoons to cover PE, Craft (EAD), RE and Reading.
- Bug Club user guide was sent to parents to help them use it.
- Additional videos or power points will be posted to help with the learning.

- Reading Record sheets and a high frequency word sheet have been given to parents to record their reading and to continue to practise high frequency words. Parents have been asked to upload this weekly so teachers are able to track how often children are reading.
- PE challenges and videos from the Hertfordshire Sports partnership are posted weekly.
- Videos are made of teachers, teaching assistants or the EYFS Co-ordinator.
- Posts are made at the end of every week to congratulate the children on their work.
- Parents are encouraged to post any questions or queries they may have and the teachers will respond to these as soon as possible.
- The 'chat' function is used to answer private queries that parents may have.
- If children are not engaging in the work parents are telephoned to check if everything is ok.
- Live sessions for teacher interaction.

## **Year 1**

- The day begins with a daily prayer
- In the morning there is a session for English/Phonics – this is based on storybook based reading and writing activities that progress over one or two weeks. Storybooks may have teacher recorded or live reading sessions where appropriate.
- In the morning there is also a Maths session. These will involve practical activities using resources that can be found in the house. Pre-recorded videos can also be viewed for each lesson.
- Afternoon sessions will include: RE, Science, DT/Art, Geography/History, PE or PSHEE.
- Children are encouraged to use Bugs Club for reading, Numbots and Education City.
- Feedback is provided daily for all work.
- The private chat function can be used to inform the teacher of any individual issues. All problems are dealt with promptly with a phone call or via the chat function.
- Live Catch up sessions have been included weekly to allow the children a chance to see each other and ask questions.

## **Year 2**

- The children are given a weekly timetable at the start of each week.
- Every day starts with a morning prayer.
- Each morning there is a session for English, Maths and Phonics.
- Spellings once a week.
- There is 15 minutes of Bugs Club included every morning.
- Afternoon sessions include: RE, PE, DT/Art, Computing, Geography/History, Mental Maths, Science or PSHEE.
- Every week the timetable will include the time and day for any live sessions that will take place.
- Feedback is given daily so that the children can build on the feedback for the next lesson.
- On a Monday the children are able to see 'Star Work' from the week before. On Friday the children also have an opportunity to submit work they are particularly proud of to be included for the 'Star Work'.
- The chat function is used by parents to ask for support when they are unable to open a resource, to ask for passwords to accounts, to inform the teacher if their child is struggling with any work, to inform the teacher if their child is unwell or to say thank you for a Post Card from the SMT.
- Teachers may also make telephone calls to parents if work has not been regularly submitted or if a child appears to be struggling with work.

### **Year 3**

- Work for the whole day is uploaded to Teams by 7.30/8.00am
- Morning prayers are uploaded into the week's files section for children to access each morning.
- The children are given a range of subjects such as PE, ART/DT, PSHEE, History/Geography, Science and French, alongside Maths and English.
- Feedback is given on every piece of work received. General whole class feedback is also given on particular work.
- A message is given to the children each morning with the expectations of the day. Children can use this to ask questions or comments. Communication between the teacher and children happens throughout the day from 8.30am-4.00pm.

- The private chat is used for specific questions or issues.
- If work is submitted late it is still marked and given feedback.
- At the end of the week good examples of work are shared with the class. The children are also given an opportunity to upload a piece. A super work PowerPoint is created and shared.
- Live lessons are used for catch ups, games or quizzes.
- Pre-recorded weekly spelling tests are uploaded weekly. Maths lessons are also pre-recorded or PowerPoints shared in order to recap learning or support new learning. A recording of the class reading book is also uploaded.

## Year 4

- Each morning starts with a prayer
- The teachers send a good morning message to the children and usually a well done mention for all the work submitted the day before.
- The children use the class feed to ask questions about the work set. Questions can be asked throughout the day from 8.30 am to 4pm.
- Every morning English and Maths activities are set and in the afternoon the children are given a range of subjects such as PE, Art/DT, PSHEE, History/Geography, Science and French.
- Live sessions are planned for during the week. These are organised so that the children can see each other and can complete quizzes on areas they have been learning or timetables etc. Children can also watch pre-recorded maths sessions where the teachers explain methods and pre-recorded spelling tests where they can see their teacher reading the spellings.
- Deadlines are given for the work however if work is uploaded after the deadline it will always be marked and given feedback.
- The private chat function is used if the children have a specific question or if they need help. Parents may also use this function to inform the teacher of any specific help they

need with the learning or if their child has been unable to take part in the learning due to illness.

- All work submitted is given feedback and the teachers make contact daily with the children through feedback or replying to questions.
- At the end of each week the work is reviewed and the teachers send a message to the children.
- Examples of good work are shared by PowerPoint on Fridays.

## **Year 5**

- Each day starts with a morning prayer.
- Every morning there is Maths, English and often a spelling practise.
- Work is uploaded for the children every morning by 9am.
- Foundation subjects are covered in the afternoon and usually consists of two foundation subjects and perhaps some finishing off time.
- The teachers encourage the children to upload their work in a variety of ways including: written, word-processed, videos or photo evidence.
- Deadlines are set but parents are reassured that these are just a guide; work can be handed in later and will always be marked.
- Every child receives feedback every day for the work they have uploaded.
- The posts section is used for the children to make general enquiries and for the teachers to give positive messages.
- The private chat function can be used for specific questions or information.
- On a Friday a slide show is created to show good examples of work from the week as a celebration and encouragement for children.
- Live lessons are used to review work and explain methods of learning.
- Videos/audios are uploaded of book readings.

## **Year 6**

- Work is uploaded every day at 8.30am. The children are able to decide which order they would like to complete the work as this allows for flexibility for the children.
- A Prayer is uploaded every morning.
- Video messages can be posted for motivation and general feedback. Well done awards are also given to the children who have worked particularly hard during the week.
- Audio files of books recordings will also be uploaded.
- The private chat function is used for the children to ask specific questions about the work or issues they may be having with assignments. If children request extra help with their work a video tutorial will be uploaded to help them.
- Deadlines are set but it is made very clear to the children that these are a guide and they are not to worry if work is uploaded late. Work will always be marked and feedback given.
- Fridays are used to review the week and send out positive messages.

## **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 completely understand that remote learning can be an additional challenge for some families. Many parents are working at home, have other caring responsibilities and we realise that everyone's situation is very different.

Please remember.

- The teachers will plan and deliver the curriculum.
- Parents are not expected to teach, but to support their children when they access learning.
- Giving time for relaxation, fresh air and physical activity is extremely important for the wellbeing of all the family.
- Being ready to learn at 9am will help children to keep to a routine.
- We expect the children to engage with their online learning every day.
- We have provided a timetable as a guide but this is very flexible as we are aware that children may not have on line access throughout the day.
- We expect Key Stage Two children to become increasingly more independent with their remote learning

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

Teachers will be checking work that has been submitted daily. There will be daily feedback given. If there are any concerns about a child not engaging then an email or phone call will be made to check if there are any remote access issues.

## **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:

Whole class and individual feedback will be given daily to the children via Microsoft Teams. If a child is not submitting work regularly an email/phone call will be made to parents.

## **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:

- Age appropriate tasks will be given.
- The teachers will ensure work has been differentiated and tailored to meet all the children's varying needs.
- Our Inclusion Co-ordinator and class teachers will be in regular contact with any families where they feel the work needs to be set on an individual basis.
- Telephone calls will be made and they will offer support and make suggestions if children are finding any work difficult.

## **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?**

We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, they will also be provided with feedback.