



## **Neatishead, Salhouse and Fleggburgh Federation**

### **'Soar on Wings'**

#### **Remote Education Provision: information for parents**

This information is intended to provide clarity and transparency to parents or carers about how we will remotely educate your children during a national lockdown, local restrictions or if cohorts (or bubbles) have to remain at home or individual pupils are self-isolating.

#### **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?**

In the first instance, your class teacher will make contact to ensure you know where and when to find the work which will be available from the next day. This work may be shared on the website or via Tapestry or Google Classroom. You will, by now, be familiar with the platform used by your child's class teacher. In addition, pupils may be sent home printed packs or workbooks to complete independently.

#### **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 will ensure our pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. We will provide frequent, clear explanations of new content delivered by a teacher or through high quality curriculum resources. We will provide opportunities for interactivity including questioning, eliciting and reflective discussion. We will provide scaffolded practice and opportunities to apply new knowledge. We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate. We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.

Therefore, we teach the same curriculum remotely as we do in school wherever possible and appropriate, particularly in reading, writing, maths and phonics. However, we may need to make some adaptations in some subjects. For example, children will receive work from a selection of their foundation subjects in any given week. Tasks and learning will have to be adapted depending on suitability for home learning (e.g. practical science experiments requiring equipment).

#### **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) provided by our school will take pupils broadly, on average, the following number of hours each day:

EYFS Y R	2.5 hours/day
KS1 Y 1/2	3 hours/day
KS2 Y 3/4/5/6	4 hours/day

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

Class teachers will use digital platforms your children are familiar with. These are different for different classes but include:

- Tapestry
- Google Classroom
- Teams
- Doodle
- Oak Academy
- Developing Experts

### **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:

- The school will loan devices to pupils. Please contact the school.
- In the event that a pupil cannot access any technology, please contact the school urgently for more information. Paper packs and work books will be provided.
- Any physical work materials needing to be collected would be from the main school office by prior arrangement. Staff are able to deliver packs if that would best support your family. Again please contact the office.

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

We use a combination of the following approaches to teach pupils remotely. The approach used depends on the age of the child and the subject being taught:

- live teaching using Zoom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers and support staff ). These are sent via Tapestry, Google Classroom or the website.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- online books
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

As far as possible, we expect pupils to engage with all the activities provided. Pupils are expected to engage with timetabled activities eg Zoom calls. If they are unable to do so, parents should make the school aware so the teaching content can be made available at a later date or in a different way. We ask for parent support in ensuring routines are in place to support children's learning. We also ask parents to provide a suitable working environment to enable pupils to complete work requested by their teachers.

If your child is persistently struggling to engage with their learning, please speak to a member of staff. You will now know how to contact your teacher or you can contact the school office or headteacher by phone or email.

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

Staff are able to monitor the engagement of pupils in the live teaching element of our remote learning provision. Staff will also continue to monitor pupils' engagement with all aspects of the curriculum provided remotely when children submit their assignments. School will contact parents on at least a weekly basis where the engagement of a pupil is a cause for concern. These calls will be supportive with the aim of improving engagement.

**How will you assess my child's work and progress?**

Feedback can take many forms. It may not always mean extensive 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:

- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Pupils may be receiving continuous feedback during live sessions with the teacher responding to their work directly.
- Work may be submitted as assignments in a variety of ways including uploading on Google Classroom or Tapestry. Teachers can then respond to assignments individually or as a class. Regular feedback will either be sent remotely or given directly in the next live lesson.

**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 ways that home and school agree are effective. Approaches will be bespoke but may include individual/small group Zoom conferences, individual intervention sessions, regular welfare calls. Children will be invited to these sessions according to need. School places can be allocated to those children with an Education and Health Care Plan.

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

Individual pupils self-isolating will have access to a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. There will not always be access to live lessons but pupils will be signposted to appropriate pre-recorded material where appropriate.

Good communication between home and school is key. Where children are struggling, we need to know so that we can put strategies in place, without delay, to support them. Where children are achieving well, we need to know so that we can celebrate those achievements.

Lasting progress often comes in small steps. We aim to work with you to celebrate the **effort** children make.

We value a growth mind set where children acknowledge they can learn from their mistakes and through perseverance when things are tricky.

Learning should be a shared and happy experience. It will have its fair share of ups and downs whether at home or school.

January 25<sup>th</sup> 2021