

Remote Education Provision: Information for parents



January 2021

This information is to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during the current lockdown (Lockdown 3) or where national or local restrictions require entire year-group classes (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 key message to children this time round (Lockdown 3) is that home learning (like normal school) is compulsory, not optional and teachers will be on hand every step of the way to help your child stick to their learning.

Our approach is simple and guided by a key question that we, as a school, asked ourselves: ‘How can we make sure that all our home learning can be confidently accessed by our most vulnerable, and least confident, families?’

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.

Following the first few days of remote education, pupils will be broadly taught the same curriculum as they would if they were in school.

We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we will focus on the basics. Being careful not to offer too much new subject matter at once; focusing on the most important knowledge or concepts pupils need to know. We will always consider what alternatives exist for traditional practical activities. What can be done at home, taking into account the lack of resources available.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

As per Government guidance, the remote education provided will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and allow time for pupils to complete tasks and assignments independently. The amount of remote education provided will be, as a minimum:

Reception, Year 1 and 2 (Key Stage 1): 3 hours a day on average across the cohort, with less for younger children

Years 3, 4 5 and 6 (Key Stage 2): 4 hours a day

Key Stage 1 and 2 children will 'register' on Google Classroom at 09:00. This may be by acknowledging in the class 'stream' that they are online and engaging in the day's learning or through a live link set up by the class teacher.

Children will be encouraged to take breaks and lunchtimes as per a normal school day. At the end of the day the class teacher may set up another live meet to discuss the day's learning and/or read a class book, and/or a range of other activities designed to engage children, address any concerns and praise the effort put in.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to complete work until they are well enough to do so. The school should be informed of any illness.

Accessing remote education

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

The daily timetable and all lessons will be carried out on 'Google Classroom'.

Teachers will also use a range of other platforms such as:

- Time Tables Rock Stars
- Book Bugs
- Learning by Questions
- PurpleMash

Children in Dolphin Class will be able to access their learning, and communicate with their class teacher using 'Tapestry'.

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:

- Whilst some may families may have a computer printer and will choose to use it, the policy of the school is that no work set on Google Classroom needs to be printed in order to complete the task.
- All tasks set by teachers recognise the differing ways that children are accessing the work.
- The school has requested laptops that the Government are supplying. We are also actively pursuing other options (eg local charities) in order to get more technical devices. All of which will be lent out on a needs basis to those families who are disadvantaged by lack of appropriate technology.

- Parents are able to request support by emailing the DHT, Mr Ward on m.ward@waterside.hants.sch.uk
- Any family who does not have access to the wifi can also request support through Mr Ward for the Government support in supplying additional mobile data/4g routers for disadvantaged children. (<https://www.gov.uk/guidance/laptops-tablets-and-4g-wireless-routers-provided-during-coronavirus-covid-19>)

How will my child be taught remotely?

In most cases teachers are in school, teaching the key worker and vulnerable children in their class, at the same time as managing and teaching remotely. However, evidence suggests that concentration online is shorter than the length of a typical lesson, and so filming a classroom lesson is ineffective and will not be part of our school practice.

We also recognise that live lessons do not help those families with limited data or with multiple learners in one home, sharing devices.

The most powerful tools in engaging all the children in home learning is the sense that they are engaging in a communal activity alongside their peers.

We maintain a school structure and timetable for the day. This helps send out the clear message to our pupils that that home learning is an expectation – not a choice. The teacher is playing the lead, the parent is there to support. The child is there to do.

Children who do not have access to Google Classroom and are not in school can request a paper copy of the work. This is sent out twice a week with the clear expectation that the work will be completed and returned, for the teacher to mark and feedback on.

We use different approaches to suit different types of content to teach pupils remotely:

- New content will often be taught through a recorded lesson (allowing the pupil to revisit as much as needed) followed by practice, tutoring and feedback.
- Live teaching – using Google Meet the teacher will work with whole class, small groups or 1:1.
- Teachers will also increase the amount of worked examples and modelling to support success.

At all times teacher will aim to maintain the factors that make effective live classroom teaching by ensuring that:

- ✓ pupils receive clear explanations

- ✓ they support growth in confidence with new material through scaffolded practice
- ✓ there is application of new knowledge or skills
- ✓ there are opportunities for pupils to receive feedback on how to progress

Teachers will plan from a variety of normal sources, and also use resources that are explicitly designed to support teaching and learning remotely. Included in both of these are: White Rose Maths, Oak Academy, BBC Bitesize, QfL, TES,

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?

Our expectation at Waterside is for 100% engagement from all children. To achieve this we will work with all families to support them with how they access the learning and how to support their child with engagement in their learning.

The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible throughout the day.

The class teacher will set out the daily timetable so that children can adopt a routine every day.

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

Teachers will check and mark work on a daily basis. If work is not being submitted on Google Classroom, or if a child is working off paper packs and their work is not being returned to the school completed when picking up the next pack, then the class teacher will communicate with the parents/carers. Communication may be done by parentmail or by telephone. Teachers will keep a record of all communications and if they have any concerns will speak to the senior leadership team. If needs be they will also log any concerns on CPOMS and speak with the school DSL (Designated Safeguarding Lead). Additional support from external agencies may be sought.

Should a child still not be engaging with their learning then the Headteacher, deputy headteacher or SENcO will be informed, and they will also seek to communicate with the families.

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 and feedback on work submitted on Google Classroom. All work submitted will be looked at, but not all work will require individual feedback. Staff may provide a group comment or praise for completion of learning tasks.
- Where remote education is utilised for a sustained period of time such as a term, staff will endeavour to provide feedback to parents/carers via a telephone call home or a progress check report.
- Where there are concerns that a child's learning is not reflective of their ability, the parent/carer may receive a call or email from the school office requesting a remote meeting with their child's class teacher.

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:

- Regular contact from Mrs Baird (Inclusion Manager) for pupils with a SEND to discuss remote learning and to offer support for any problems faced.
- Offer of access to a school based learning provision for pupils with an EHCP or pupils deemed to be vulnerable.
- Regular contact from a member of the Senior Leadership team for pupils deemed to be vulnerable or pupils identified as a concern by their class teacher.
- Personalised learning tasks for all pupils with a SEND/barrier to learning set by their class teacher.
- Opportunity to discuss any learning concerns with your child's class teacher (request should be made by contacting the school office).
- Sending home of any necessary resources to support a child to access learning remotely.
- A balance of pre-recorded and live teaching sessions for younger pupils matched against accessible independent learning tasks.

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 the local area is not in a lockdown that prevents children from attending school, but an individual pupil is self isolating, then the planned and well sequenced curriculum that the other children are accessing in school will be made available on Google Classroom (or as a paper pack) for the isolating child.

If the child is isolating and positive and poorly there is not expectation that they should do any work and instead they should be concentrating on their health and well-being.