



REMOTE EDUCATION INFORMATION FOR PARENTS

Paxcroft Primary School

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and families about what to expect from remote education where national or 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

Wherever possible, we aim to be able to switch to online learning the day following an announcement of the necessity to close.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

By 9am on the first day of closure, teachers will upload the learning provision for the core subjects, plus at least one additional subject from the curriculum (English, Maths, PE, plus at least one other subject) to ensure a broad and balanced learning experience. Teachers will personalise and differentiate the tasks to meet the needs of different groups of learners.

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 PE we use a variety of online workouts/classes; the practical aspects of science that can be adapted to be carried out independently at home have been included in planning for both children in school and online (eg observing the best insulators to slow the thawing out of an ice cube). Practical aspects such as using tools in D&T will be prioritised once children are fully back in school.

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:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Tasks for the children to carry out, together with clear instructions and success criteria will be posted on Seesaw on a daily basis. Teachers will augment this provision by hosting Zoom meetings with their classes where children will have opportunities to seek clarification on tasks, receive praise and motivation and hear feedback about how to improve and deepen their learning.

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:

Where a child is struggling to access online learning:

- The school will attempt to secure additional devices to be loaned out to families for the duration of the lockdown
- The school will endeavour to secure and distribute SIM cards, providing additional data for families to use for online learning.

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:

- Daily lessons and tasks posted on Seesaw with progression for learning planned in, together with differentiation for a variety of learning abilities
- Interactive Learning Sessions using Zoom
- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Exercise books provided for children to record and organise their work plus very limited use of printed resources.
- Comprehension Books and reading books for pupils to have at home (reading books swapped fortnightly)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Remote learning will be most effective when:

- Families support children in actively engaging with the work set for them on Seesaw
- Families encourage children to engage with live interactive sessions
- Families create a regular routine for their children, broadly reflecting the school day, including breaks and playtimes. (Although, we understand that some families will need to adapt their day to accommodate work commitments)
- Children are up and dressed and ready to learn
- Families encourage children to listen to the expectations set daily by their teachers and set high expectations for the quality of work produced.

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

Engagement levels of individual children will be monitored as follows:

- Teachers will monitor daily the level of engagement of each child in their class, with both interactive sessions and Seesaw work.
- Initially, where there are concerns, teachers will make contact with families to discuss and overcome barriers to remote learning.
- If concerns persist, they will be escalated to SLT to seek solutions to engagement issues. If there is no improvement, the situation will be treated in the same way persistent absence is treated and referred to the Education Welfare Services.

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:

Some examples of how we provide feedback are:

- Regular verbal and written feedback will be given both individually and to groups of children.
- Feedback, in one form or another will be daily, with a particular focus on core subjects.
- End of unit assessments or quizzes to evaluate progress and identify gaps in learning or knowledge.

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 them to support those pupils in the following ways:

- All the usual support mechanisms that we have on offer during 'normal' school running are still available.
 - In addition to the regular differentiation that is planned into daily learning, children with specific educational needs will receive work and support tailored for them.
 - Teachers will make regular welfare checks where required
 - Teachers speak directly to children on the phone to offer encouragement and motivation
 - SLT can offer advice or encouragement to families
 - The school SENCO can offer specific advice to teachers and families in terms of supporting individual needs
 - The Parent Support Adviser can offer support in parenting and also signpost families to external agencies for additional support
 - The ELSA is mainly supporting children in school with their emotional needs but can engage with children at home in some instances.

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?

Assuming school is open as normal:

- Children will be provided with learning (to cover the number of days they will be isolating) that links to lessons that are being taught in school.
- Teachers will upload daily core lessons taught face to face in class (English, Maths, PE) on the first full day after they have been notified that a student is absent. (So, for example; if a teacher receives notice on a Tuesday that a child is having to self-isolate, the teacher will begin to provide work from the Wednesday). Teachers will personalise and differentiate tasks to meet needs of the learners.

If school is operating with reduced capacity:

- Children who are self-isolating will receive the same remote provision as their peers.