

Appendix A

**Remote education provision: information for parents**

This information is intended to provide clarity and transparency for pupils and parents or carers about what to expect from remote education at [insert school name] where national or local restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with the Academy’s Remote Education Policy

Information about what to expect where individual pupils are self-isolating, is also included in this document.

**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?**

* *Class teachers will contact parents on Class Dojo*
* *Work will be set for children to complete which will include: times tables practice using Hit the Button (KS1) or TT Rockstars (KS2), spelling on Spelling Shed, an expectation that a child reads for at least 25 minutes (with a follow up activity), writing activities and a P.E work-out session*
* *Work completed by children will be shared on Class Dojo pages*

**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 planned curriculum remotely as we do 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?**

|  |  |
| --- | --- |
| Key Stage 1  | 3 hours each day |
| Key Stage 2 [delete as appropriate] | 4 hours each day |

**Accessing remote education**

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

*MS Teams, Century and Class Dojo*

**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:

*(provide high-level information, ensure parents know how to contact the school for further details about:*

* *A survey of all parents carried out in Advent term identified families who did not have digital access at home because of lack of devices in the household*
* *Chromebooks were ordered for families who replied that they had no devices upon which to access online learning*
* *Vodaphone SIM cards are available for families who require access to free connectivity – information is available to parents on Dojo*
* *The local community support scheme Buxton Street by Street have contacted school to say they may be able to offer used laptops/tablets*
* *Parents in school have donated a desk top computer and two tablets*
* *Pupils who do not currently have access to online learning access printed materials containing the same work that all other pupils are completing.*
* *Packs are delivered to each family weekly and are collected to be returned to the class teachers for marking.*

For support with access to online learning please contact the school on: 01298 23589 scarr@ann.srscmat.co.uk

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

*(Detail below the approaches you will be taking to deliver online learning eg. Live lessons, Oak Academy, posting work on Firefly*

*As part of this list, indicate the extent to which they are used, and subjects and key stages these approaches are used in)*

* *There will be a live session each morning on MS Teams – a register will be taken, brief check-in with the children and the remainder of the session will be to clarify learning for the day ahead by taking children through the timetable, giving instructions, modelling and explaining any concepts and answering questions. Live sessions are staggered to enable participation where households have only one device and more than one child needs to use it.*
* *Teachers will then upload the day’s lessons onto our learning platform, MS Teams. They will use videos, audio recordings, PowerPoint presentations and activity sheets.*
* *We have created and uploaded onto Dojo, a number of instructional videos about how to use MS Teams and how to install and use Office 365 to assist parents in setting up and accessing online learning*
* *One of our governors and three Year 6 pupils have also uploaded instructional videos to Dojo*
* *When children have completed a lesson, they will submit it to their teachers for marking and feedback, on MS Teams. Children in EYFS and Year 1 will submit their work on their Dojo portfolios.*
* *To enable pupils to access the live sessions, each have been set up with a pupil email address.*
* *Children will complete a maths, reading and writing lesson each morning.*
* *Afternoon lessons will follow our long-term, blocked curriculum plans. In addition, on Tuesday children will participate in a live, PSHE lesson, following our existing curriculum and on Wednesdays, when they will participate in a live Mental Health/Wellbeing lesson, following our existing mental health curriculum.*
* *On Fridays, children will engage in their usual live session. This will be followed by participation in an additional P.E activity (Joe Wicks) and participation in Now › Press › Play, an immersive, audio resource that engages children in the curriculum through emotion, imagination and movement. As far as possible, these will be linked to each class’ curriculum plans. Children will complete associated activities, using paper and pen rather than devices. These will include writing, maths, science and other curriculum subjects. Parents are invited to upload photographs/videos of their children engaging in this, onto Dojo.*

**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?**

* *Children are expected to engage in all live sessions and complete work set by their class teachers.*
* *Children need a quiet space to work in.*
* *Appropriate breaks should be taken during the day, as if the children were at school.*
* *The morning and afternoon timetables shared by teachers, should be followed.*
* *Teachers are available to support parents by Dojo message or phone.*

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

*A register will be taken by each class teacher in the morning and afternoon live sessions.*

* *Teachers monitor pupils’ attendance and a weekly attendance report is produced*
* *Parents are requested to contact the headteacher if their child is not able to attend the online sessions for any reason*
* *A log is maintained on the staff Shared Drive of children’s attendance and engagement. This is monitored by the SLT on a daily basis.*
* *Initially, class teachers contact parents where there are concerns about children’s engagement in online learning. If the situation does not improve, this is escalated to the headteacher/DSL, as a safeguarding issue.*
* *Contact from class teachers will be on Dojo or the telephone, contact from the headteacher will be by telephone.*
* *A supportive approach is undertaken – we want parents and children to feel supported and to be able to resolve any difficulties they’re facing while their children are at home.*

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

Feedback can take many forms and will 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:

* *Work from morning lessons needs to be submitted by 12 noon*
* *If work is submitted by that time, teachers will mark two pieces of work by the end of the school day*
* *Feedback will be provided if a child has not achieved that lesson’s learning objective*
* *All other work will be marked/feedback given by the end of the teachers’ working day so that the pupil can read/act upon it, the following day.*

**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:

* *Having a clear routine or structure to your day like at school. A good routine will include daily activities at regular times to avoid unsettling your child. Keep bedtimes and wake ups at specific times and try and have regular mealtime slots- the children could even help prepare for mealtimes. Try to also have specific time slots for home learning, then time for exercise and chill out time. Time slots don’t have to be set to specific times of the day, but they may cover periods of time e.g. 30 minutes Maths or 20 minutes Spelling.*
* *Having a clear working space. Try and find a space for the children complete their work, that they know when in that space, it is their working space and it is school time, separate to home and relaxation space.*
* *Having chill out or sensory spaces. Possibly have a space with some soft blankets and cushions in the corner of the room where they can go to calm down and escape for a while after what might have been a stressful school day.*
* *Visual timetables. We use picture timetables at school to help some pupils see what their day looks like and the order events to come. You access visual timetable cards (or just draw some) on the appendix attached. Many children enjoy being part of creating their timetable, we often stick them on the wall with blue tac or lay them out in front of them.*
* *Social stories to explain unfamiliar events. You can use stories to explain to children (especially small children) about the unfamiliar events happening at the moment. There are some great social stories on this website: https://www.autismresourcecentral.org/social-stories-for-young-and-old-on-covid-19/*
* *Rewards for completing work/good behaviour. When the children are in school, they receive rewards for completing tasks or showing kind/responsible behaviours. You could do this at home through marbles/stickers- building up to a bigger reward or simply, earning chill out/relaxation time. I have attached an example reward chart below.*
* *Break down tasks. Many children find sitting down and completing a whole task daunting, especially if they find learning tricky. Therefore, break down the tasks into smaller chunks, this may be 10 or 15 minutes of work at a time with rewards in between. We use Now and Next boards in school with some children, where we write on what they are expected to do, then what they will get in return- this is attached below. This can be a great motivator for many children.*
* *Look after your body and mind. Please engage in the Mental Health and Wellbeing activities and sessions shared weekly. There are lots of ways to ease your anxiety alongside your child’s, such as mindfulness apps, breathing exercises and online yoga like Cosmic Kids. Please see the Mental health resources on our school policy and the Special Needs Jungle website attached.*
* *Try not to put too much pressure on yourselves. Children with additional needs are more likely to find the change in routine and remote learning more difficult. Try to follow the advice above and ensure they are accessing as much remote learning as possible, but recognise this may look different than your child siting down for 4 hours, or in blocks of 1 hour to complete the 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?***

*Children who are isolating will receive the same remote learning offer as all other children.*