

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?

Children will access, immediately, remote learning through Tapestry (if they are in Nursery or Reception) and through Showbie and Google Meet (if they are in Years 1-6). All parents already have log in details.

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.
- The daily timetable is shared and children in school or at home follow that timetable to ensure they are in receipt of the same lessons.

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:

Primary school-aged pupils	<p><u>EARLY YEARS</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none">- Daily check in's- Daily phonics videos - recordings of myself teaching- Spanish videos from SIL- GetSet4PE lessons- A read aloud story- once a week by myself - Book Talk- Assembly - which we have a story, celebrate learning, start of the week and we are introducing a little activity from this week. <p>The platforms we use are:</p> <ul style="list-style-type: none">- SeeSaw - to set the activities -share videos - stories- Dojos- for communication- Tapestry- Oxford Owl- Busy things- ActiveLearn
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	<ul style="list-style-type: none">-Epic- Liverpool Library- Charanga - for music- Numberblocks- White Rose – School dips in and out of their videos-Alphablocks-Counting with Rodd-Number Fun Portal <p><u>Nursery</u></p> <ul style="list-style-type: none">- Daily Check- ins- A read aloud story- once a week by the teacher - Book Talk- Story time x3 week-Spanish Videos- Assembly - which we have a story, celebrate learning, start of the week and we are introducing a little activity from this week. <p>Platforms Used:</p> <ul style="list-style-type: none">- Splash- ActiveLearn- Busy things- Oxford Owl- Epic- Liverpool Library- Numberblocks- Alphablocks- Counting with Rodd- Number Fun Portal
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	<p><u>KEY STAGE 1</u></p> <p>Each year group follows policy, per day:</p> <p>English, spelling, Maths, a foundation subject lesson (additional reading and maths also available online). All subjects covered across the week are linked to current topic being taught in school.</p> <p><u>KEY STAGE 2</u></p> <ul style="list-style-type: none">• Typical timetable for home learning:<ul style="list-style-type: none">- Maths task (WRMH video)- English task (video as and when required to support learning)- Oxford Owl levelled book- Bug Club levelled book- RE lesson per week)- Wider Curriculum subject per afternoon➤ Live assemblies are taking place on a Friday for every class across the school via Google Meet.
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Accessing remote education

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

EYFS – Tapestry

Year 1 – 6 – Showbie (and we use Class Dojo in support of communication with parents)

EYFS – Y6 – Google Meet for their weekly wellbeing and celebration class assembly

*** We also use other subscriptions in support of learning such as TT Rock Stars, Active Learn (Bug Club), White Rose Maths, Purple Mash, Reading - Oxford Owl, Charanga (music). Those parents who need to know how to access those platforms do.*

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 know that they can contact school regarding any barriers, but school staff have also been extremely proactive in our approaches to parents in support of overcoming any access barriers.

- ✓ High quality, consistent communication between home and school.
- ✓ Access to 23 laptops, 23 modems and 23 SIM cards.
- ✓ If a parent still chooses to not accept a laptop, modem and SIM card, then school provides home learning packs that are to be collected from the Admin Office at their earliest convenience.
- ✓ Packs are updated in line with current learning, depending upon when they are requested.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

In this section, please list the range of approaches you use to teach pupils remotely. As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Tapestry – per day – per class, in EYFS.
- Showbie – timetabled, per day, per year group.
- Timetables are shared to ensure consistency between the school day in school and at home.
- Google Meet assemblies take place every Friday, available to every child in class, be they at home or in school.
- Internet research tasks set by the teacher in support of current learning.
- Other school subscriptions to differing platforms in support of additional access to key basic skills learning (see above).

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?

- All children who are learning from home are expected to engage in remote learning.
- Staff go to great lengths per day to encourage, to the best of our abilities, full engagement.
- If certain families still are not engaging, home visits from staff or the school EWO will be undertaken (following on from all electronic and telephone routes of communication).
- ** See the school 'engagement' register **

- School has high expectations of parental support, for example, setting routines to support their child's / children's education
- Timetables for the day are shared
- Work per day is uploaded
- A video message per day, per year group, is shared to engage and motivate the children for the day's work ahead – and we have asked parents to watch this daily
- Work per day is marked by the teacher, commented upon for next steps in learning and feedback is given individually and / or in the end of week assembly
- A Home Learning Agreement has been shared with all parents
- As above, but for a Home Learning Policy
- Google Meet assemblies per Friday encourage parents to be in the room with their child when they take part, engaging them as best we can

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

- All children who are learning from home are expected to engage in remote learning.
- Staff go to great lengths per day to encourage, to the best of our abilities, full engagement.
- Daily communication through all possible online communications
- Through telephone calls from the teacher
- Through telephone calls from the Admin Team
- Through telephone calls from Leaders
- If certain families still are not engaging, home visits from staff or the school EWO will be undertaken (following on from all electronic and telephone routes of communication).
- ** See the school 'engagement' register **

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:

Feedback is daily as we have staff engaging with pupils online throughout the day.
Learning Support staff contribute to this.
Teachers contribute to this.
Some work is marked and fed back collectively.
Some work is marked and fed back individually.
Sometimes quizzes are used to help assess learning and understanding.
Sometimes work is commented upon and celebrated in the Friday Google Meet assembly.

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:

How we work with SEND children and their families:

- * Work being sent home is being differentiated for SEND children. For example, some children are accessing work from the year below.
 - * Paper packs are available for children who find it difficult to use the computer.
 - * Assessments for SEND children are still going ahead for those children who are in school (Ed Psych due in February / SENISS due in February too).
 - * The ADHD Foundation have also been in school to facilitate staff training.
 - * Brighter Horizons have been supporting children in school and also ringing those children who aren't attending.
 - * SENCO is still completing referrals for children and making applications for high needs funding etc.
 - * Website has been updated with SEND support phone numbers for parents to contact during lockdown if they need support.
 - * Staff training has carried on virtually.
 - * The HT and SENDCO's will look at the SIL training (SEND) for staff to do at home while they are self-isolating / shielding.
 - * 1-1 support is still available for children who require it in school.
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- In Early Years, we are very happy with the use of Tapestry in support of direct, daily communication with parents. Engagement is high and is consistent.
 - The same is also in place for Year 1, through Showbie and Class Dojo.
 - There is 1 full time teacher / TA is on duty per week to run remote learning, offering instant support and feedback for all children in EYFS and Year 1.

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?

Any child who is in isolation will be set work by their teacher online, and if they cannot access what is online, a paper version will be made available immediately.

Work will be in line with what is delivered per day if a child is in isolation.

If a child was attending a key worker bubble during a period of time in lockdown, if a period of isolation starts for that child, they can then smoothly migrate to the remote learning offer as of the following day.