

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 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

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?

- Independent learning tasks will be posted on the year group page of the website or Microsoft Teams for the first day or two of isolation.
- Home learning packs have been provided so that children have access to essential equipment such as a pen, pencil, paper, whiteboard, pen and rubber. After each isolation period, the packs will need to be replenished with paper. Some year groups have homework books. If the children have run out of paper, they have been prompted to use their homework books.
- Teachers will be available through class emails to support children with any difficulties they are facing.

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.
- However, we have needed to make some adaptations in some subjects. For example, the sequence of learning in Maths is different to the sequence usually taught in school as some areas of Maths are more suited to teaching remotely.
- Some books studied at this time of year have been postponed as teachers would like to exploit the wider curriculum teaching opportunities when the children return to school.
- Foundation subjects are being explored independently by the children.

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 a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

| | |
|------------------|--|
| Foundation Stage | <ul style="list-style-type: none"> • Maths video and independent task (5-minute video and 15 minutes task) • RWI video and task (10-minute video and 20-minute task) • Handwriting video and task (5-minute video and 10-minute task) • Talk for writing activity with parents (10-15 mins) • Power of pictures – video and task (5-minute video/20-minute task) |
| Key Stage 1 | <p><u>Year 1</u></p> <ul style="list-style-type: none"> • Spellings Daily (10 minutes) • Handwriting Daily (10 minutes) • Class Assembly (25 minutes) • Maths (30 minutes) • RWI (30 minutes) • Topic (30 minutes) • Independent Reading (20 minutes) • P.E. Daily activity to choose from (30 minutes) <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Reading (10-minute video/20 minutes independent work) • English (10-minute video/20 minutes independent work) • Handwriting (2-minute video/15-minute independent work) • Maths (10-minute video/20 minutes independent work) • Class assembly (15 minutes) • Independent creative task (1 hour) |
| Key Stage 2 | <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Daily independent reading (20 minutes) • English live or pre-recorded video (20 minute live /pre-recorded video with 30-minute independent work) • Maths live or pre-recorded video (20-minute video/live and 30-minute independent work) • Independent project (1 hour) • Daily spelling practise (20 minutes) • Daily times tables practise (20 minutes) |

- Daily handwriting video (videos and 20 minutes practise daily)

Year 4

- Daily live assembly (20-minute session)
- Spelling and handwriting practise daily (20-minutes)
- Writing/SPaG or reading sessions (10-15-minute videos and 30-minute independent work)
- Daily reading (20-minutes)
- Times tables practise daily (20-minutes)
- Maths (10 to 15-minute videos and 30-minute independent work)
- Additional maths task (recap task or problem solving. 20-30-minutes)
- Independent creative task (1 hour and 30-minutes)

Year 5

- Spelling video and practise (20 minutes)
- English (Reading/SPaG) video and independent work (15 – 20-minute video/30-minute independent task)
- Maths video and independent work (20 minute/. 30-minute independent task)
- Arithmetic video and independent task (5-minute video/15-minute independent task).
- Daily times tables practise (20 minutes)
- Creative task (1 hour)

Year 6

- Spelling practise daily (20 minutes a day with a video or live lesson on Monday)
- Writing/SPaG or reading (20-minute video with pausing or live teaching and 30-minute independent work)
- Arithmetic (10-minute video or live teaching and 20-minute independent work)
- Maths (20-minute video with pausing or live teaching and 30 minutes independent work)
- Independent creative task (1hr and 30 minutes)

Note:

- Our younger children are more suited to pre-recorded videos – particularly Foundation Stage - therefore pre-recorded videos will be used during any bubble closure.
- Where possible, with KS2 at least, live lessons will be the chosen option over pre-recorded lessons in the core subjects when only individual bubbles close.
- Where it is deemed appropriate, staff may choose to use a mix of live and pre-recorded teaching.

Accessing remote education

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

Foundation Stage: Tapestry

Year 1 – 6: Microsoft Teams/School website

*White Rose Maths may be used in some year groups for Maths teaching where staffing levels have dropped due to the virus.

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:

- Our online learning policy, which is published on the school website, indicates that Mrs Cairns or Mrs Park should be contacted through the office email address to seek guidance or support with hardware. The school have a limited number of tablets and desktop computers that could be put on loan to families in need. These will be delivered to the children. Parents can call the office; they will arrange for our external technical support, BcTec, to assist as necessary.
- Class teachers should be contacted if there are restrictions with internet access and printed materials are needed. Printed materials will be provided in exceptional circumstances. Children, who require printed materials, will need to work retrospectively: they will be supplied with a week's worth of work at one time. They will be working one week behind their peers to make the logistical organisation of this support manageable for those concerned.
- Pupils, without internet connection, can submit their work to their class teacher on their return to school. Telephone contact can be used in the interim so that the teacher is able to monitor the child's progress.

How will my child be taught remotely?

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

- Pre-recorded videos from FS to Year 6 will be uploaded to Tapestry or Microsoft Teams for local or national lockdowns which require the entire school to close or where there are staff absences.
- Live teaching will be delivered through Microsoft Teams from Year 1 to Year 6 (this is only possible when a single class or year group bubble closes so long as it is appropriate due to the age and needs of the cohort).
- White Rose will be used for the teaching of Maths in some year groups where staffing is reduced due to the pandemic or staff absence for other reasons.
- Afternoon learning, which deliver the contents of the curriculum outside the core subjects, will be taught through materials provided for parents to share with their children along with follow up tasks to demonstrate learning. This allows teachers to support children 1:1 if they are struggling with their learning. This support should be sought via email from the class teacher.

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?

- Parkwood offer the requirement set out by the government with reference to remote education. Wherever possible, we would expect children to engage in as much of what is provided as possible. Where this isn't feasible, due to parents' work commitments, we ask that the core subjects, Maths and English, are prioritised.
- Our online learning agreement (see Online Learning Policy), sets out expectations both children and their responsible adult need to adhere to when using remote learning platforms. Parents and carers have submitted their acceptance of this agreement virtually using Microsoft Forms.
- We ask that parents seek advice and support from teachers, through the class email addresses, if they require support with managing their child's education.
- Each year group provides a timetable to guide parents through their day on each year group page of the school website. See example below for Year 6 and Year 2

Week 4 Timetable - 25.01.21 - 29.01.21

Below is a timetable that shows you what tasks you need to complete each day and where you will find them.

| Manday | ✓ | Tuesday | ✓ | Wednesday | ✓ | Thursday | ✓ | Friday | ✓ |
|---|---|---|---|---|---|--|---|---|---|
| Reading Video, task and answers on Teams | | Reading Video, task and answers on Teams | | Reading Video, task and answers on Teams | | SPaG Video, task and answers on Teams | | SPaG Video, task and answers on Teams | |
| Maths Video, task and answers on Teams | | Maths Video, task and answers on Teams | | Maths Video, task and answers on Teams | | Maths Video, task and answers on Teams | | Maths Task and answers on Teams | |
| Arithmetic Video, task and answers on Teams | | Arithmetic Video, task and answers on Teams | | Arithmetic Video, task and answers on Teams | | Arithmetic Video, task and answers on Teams | | Arithmetic Task and answers on Teams | |
| Spellings Video and task on Teams | | Spellings Practice your spellings on Teams | | Spellings Practice your spellings on Teams | | Spelling Test Video and answers on Teams | | Use this time to catch up on incomplete work or look back at incorrect answers. | |
| Creative Task on the website | | Creative Task on the website | | Creative Task on the website | | Creative Task on the website | | Creative Task on the website | |
| Times Tables Practice task on the website | | Times Tables Practice task on the website | | Times Tables Practice task on the website | | Times Tables Chilli Challenge on the website | | Use this time to catch up on incomplete work or look back at incorrect answers. | |
| Send your work to your teacher | | Send your work to your teacher | | Send your work to your teacher | | Send your work to your teacher | | Send your work to your teacher | |

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

- Parents are aware that they need to submit their child's work daily using the class emails (or Tapestry for Foundation Stage).
- Teachers will then view the child's work and respond to the email.
- Teachers will also keep a record of work submission and attendance for daily live sessions each day.
- Initially, teachers will contact parents where engagement is an issue via email. In the event of no response, that will be followed with a telephone call from the teacher. If there are still concerns, teachers will inform the deputy, Mrs Cairns, so that she can attempt, as safeguarding lead, to contact the family and explore other avenues if necessary.

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:

- When parents submit their child's work to their class teacher, teacher's will view the work and will respond via email. This may be as simple as an acknowledgement of the child's work, or, where possible, a more detailed email offering feedback will be given.
- Teachers are free to make use of other forms of feedback. An example of this would be sharing good examples of children's work during live sessions. Children's work could also be shared so as to address difficulties the children may have had.

Example of good work and feedback shared during live sessions:

All questions complete

Preparation/Presentation

The image shows a student's handwritten work on a grid background. On the left, there is a table with the following content:

| | True | False |
|---|-------------------------------------|-------------------------------------|
| The Mount Rushmore National Memorial is 17,000 people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The San Francisco earthquake destroyed the entire city. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| The Mount Rushmore National Memorial is 1.5 million people. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| The San Francisco earthquake destroyed the main airport. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Below the table, the student has written:

$$1^3 = 1$$

$$2^3 = 8$$

$$3^3 = 27$$

To the right of the table, there are several algebraic calculations:

$$4 \cdot 5 = (8^2 - 5^2) \div (8 + 5)$$

$$2 \cdot 0.8 = 6^2 - 2^2$$

$$3 \cdot 4 \cdot 0 = (9^2 - 7^2) - (2^2 - 3^2) - (1^2 + 2^2)$$

$$2 \cdot 7 \cdot 2 = (6^2 + 5^2) - 2^2$$

Further right, there are fraction calculations:

$$\frac{24}{6} \times \frac{144}{2} = \frac{24 \times 144}{6 \times 2} = \frac{3456}{12} = 288$$

At the top right, there is a fraction addition with a correction:

$$1 \frac{3}{7} + 2 \frac{4}{6} = 5 \frac{11}{12} \quad \text{X}$$

The correct calculation is shown below:

$$1 \frac{3}{7} + 2 \frac{4}{6} = 1 \frac{3}{7} + 2 \frac{2}{3} = 1 \frac{3}{7} + 2 \frac{4}{7} = 3 \frac{7}{7} = 4$$

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:

Online Offer for all pupils with SEND

- Differentiated learning via teams groups including access to both live and recorded lessons with matched resources for independent learning.
- Option to access different year groups teams and specialist support provision based on learning need.
- Individual sessions with class teachers and the inclusion team to review learning and give feedback.
- Inclusion Team available all day every day to liaise with parents to trouble shoot any issues remote learning may be causing and to look at more individual ways of meeting the needs of pupils with SEND.

Communication and Interaction

Speech and Language Therapist delivering remote therapy sessions online to those children with more profound speech needs.

Speech and language assessments and reviews occurring online using the School's Speech and Language Therapist.

Parental support from the inclusion team for children with Speech and Language "My Plans", including Learning Support Packs and online support from the Schools Specialist Language TA. Speech and Language resource packs are available for parents to collect and use with their child and a contact in school is available to discuss, review and support based on individual need.

1:1 class teacher or Inclusion Team support is offered when children with communication and interaction difficulties who are not able to access TEAMS sessions or use of technology is not the best way for the child to access learning. Bespoke sessions are included to build confidence when interacting online, if this is an area of need for the child.

Cognition and Learning

Teacher with responsibility for additional needs plans 1:1 review and feedback sessions in addition to class sessions an example includes delivery of evidence-based interventions accessed remotely and delivered in weekly sessions.

Children with identified areas of SEND have daily differentiated sessions in line with the offer they would be receiving in school.

In addition to group teaching, children with additional needs can be allocated 1:1 online sessions with their class teacher or appropriate adult based on their needs.

SENCo reviews access arrangements for all children who have SEND. This includes regular drop ins with parents to review how the provision is working for the child at home and what else is needed to continue with access to additional support.

The school recognises that for some of our learners online access is not appropriate and the SENCO and class teachers will seek to create an individual plan for example a planned scheme of learning which can be followed by the parent but supported remotely from school by the Inclusions team with a named adult within school supporting the parent in the process.

Social Emotional and Mental Health

Children who have social, emotional and mental health needs are monitored bi-weekly by the inclusion team as well as ongoing by the class teachers to ensure that families are supported remotely on a needs basis.

Children and Families can then access the school nurture team who are offering sessions with parents and children who:

- A) Find online learning difficult to access for specific reasons.
- B) Who need nurture support when accessing learning from home.
- C) Who need Mental Health support due to the current situation

The Educational Psychologist who is affiliated to the school through the local authority is able to offer parental support and advice for the school team as to next steps for any child who is struggling with their Mental Health during the pandemic.

Children with needs who have ongoing referrals through the NHS can also be supported using the School Nursing System. The SENCo manages this and the Nurture Specialist and Inclusion and Welfare Officer can provide support based around these needs.

Sensory and Physical

Although this area does not lend itself to remote ways of working, the school is currently developing ways to provide online therapy sessions and interactive assessments and reviews of ongoing sensory needs. The Schools Private Occupational Therapist is available to be accessed by parents of those children with these needs.

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?

Teachers will set work for children self-isolating. The outcomes for the child self-isolating will be similar, across all subjects, to the outcomes achieved by children in school, however how they reach that outcome may differ, and it might be that this happens later than the children in school (by a week). Teachers will send work via email. In exceptional circumstances, work may be printed for parents to collect or will be delivered by school staff. It is likely the children at home will be working behind the children in school so teachers can manage organising resources in a less time-consuming way. Teachers will offer feedback on work submitted via email to class email addresses.