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?

Each year group will have a published timetable of work for children who are self-isolating, awaiting test results or in the immediate need for remote learning. This is available on the Year Group Page in the *Learning from Home* area.

Mathematics, Reading, Writing and Wider Foundation Subject work is set linked to the learning in the classroom. This is delivered through The Oak Academy video lessons and bespoke project work for Years 2-6. Younger children will have been provided with appropriate learning resources to support them when they are Learning at Home. The work is linked to the curriculum being followed in school.

The children will be contacted regularly by a member of the year group, who will call twice a week to support access and engagement with learning and address any issues the children may have with their learning.

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?

On the first and second day of remote education, the children will complete the 'Learning from Home' already on the year group page as outlined above.

From the third day the children will:

- Resume a full learning offer in line with in school curriculum.

- Wherever possible and appropriate, this will be following the same format as in school. However, we have needed to make some adaptations in some subjects. For example

  o Mathematics will involve the use of The Oak Academy and TTRockstars for Years 2-6.

  o Reading will be taught using the digital libraries of The Oak Academy and Oxford Owl

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	Foundation: 2.5 hours
	Year 1: 2.75 hours
	Year 2: 3 hours
Key Stage 2	Year 3: 4 hours
	Year 4: 4 hours
	Year 5: 4 hours
	Year 6: 4 hours

Accessing remote education

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

Children at Stoke Damerel will access the following platforms:

- www.SDPS.co.uk

- SDPA Youtube channel

- Microsoft Teams

- Oxford Owl

- The Oak Academy

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:

If access to a computer, laptop, tablet or smartphone is difficult, or accessing the internet is severely limited, the school is able to support you in the following ways:

- Families without internet-capable devices must contact the school office or class teacher. You may be eligible for a school device available for loan periods with a written contract for use

- Families with insufficient internet access (for instance: lack of broadband, limited data allowances) must contact the school office or class teacher. You may be eligible for additional support.

- Where access to digital resources is not possible and school provided technology is not available, paper based resources may be created to be collected by families (so long that the school site remains open)

- Where work cannot be completed online, emailed or photographed, all pupils will be provided with a workbook in which they can complete and record their learning. Upon returning to school, this will be collected and assessed by a member of the teaching team

How will my child be taught remotely?

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

<u>Foundation and Year 1:</u>

- **Live teaching** – Phonics will be delivered live through Microsoft Teams and recordings will be available after each session. Story Time sessions will be scheduled throughout each week. Children will be expected to follow the learning and interact with the class teacher with their parents through Microsoft Teams.

- **Recorded lessons** - The following lessons will be uploaded through the Stoke Damerel Youtube channel: English, Maths and Wider Foundation Subject input

- **Commercially licensed products** - Reading will be provided through Oxford Owl and The Oak Academy, supporting the teaching of specific subjects or areas, including video clips or sequences

- **Printed paper packs produced by teachers and textbooks** – Workbooks for mathematics will be distributed whenever necessary. SEND and EHCP provision will be built using these methods if it cannot be delivered virtually

<u>Years 2 - 6</u>

- **Live teaching** – In Year 2, phonics will be delivered live through Microsoft Teams and recordings will be available after each session. Story Time sessions or group tutorials will be scheduled throughout each week. Teachers will schedule intervention or drop-in live events where necessary. Children will be expected to follow the learning and interact with the class teacher through Microsoft Teams (Year 2 this is expected with their parents).

- **Recorded lessons** - The following lessons will be uploaded through the Stoke Damerel Youtube channel: Writing, Mathematics, Wider Foundation Subjects. Where appropriate, these lessons will involve work submissions via Microsoft Teams.

- **Commercially licensed products** - Reading will be provided through Oxford Owl and The Oak Academy, supporting the teaching of specific subjects or areas, including video clips or sequences.

- **Project work and/or internet research activities** – Wider Foundation Subjects and P.E projects will be assigned with clear expectations of evidencing and completion dates.

- **Printed paper packs produced by teachers and textbooks** – SEND and EHCP provision will be built using these methods if it cannot be delivered virtually

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?

While Learning from Home, we expect:

- Pupils to engage with the published learning for the indicated overall time

- Parents / Carers to build healthy routines for learning, rest and wellbeing for their children, ensuring learning is accessed in reasonable time. Parents are free to balance screen time and lesson structure around personal circumstances for work, childcare and other commitments

- Parents / Carers to encourage positive attitudes to education and assist their children to access learning

- Regular contact between school and home in interests of support and wellbeing or to be contactable during the hours of the school day 9am-3pm

- Families to seek help from teachers, HLTAs or teaching assistants

- Families to alert teachers if they are not able to complete the work

- Ensure they know their login to Microsoft Teams and TTRockstars and contact the school if they cannot access their account

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

Teachers and School leaders will:

- Monitor emails and Microsoft Teams forums daily for communication

- Collect and monitor any completed work from pupils via Microsoft Teams or TTRockstars

- Record virtual attendance from weekly tutorial / story time sessions

- Respond to any queries from parents/children within 48hrs

- Attempt to contact all pupils in their class each week. A Teaching Assistant may make this contact if the child is does not attend the weekly tutorials. If there are any safeguarding concerns these will be recorded using CPOMS and our safeguarding team will be notified

Support staff will:

- Work with individual children or small groups of children using Microsoft Teams or TTRockstars. Teaching assistants will then be expected to report back to the Class Teacher.

- Support pupils learning remotely when requested by the class teacher, phase leader or SENDco

- Make contact to support specific children as requested by the SENDco

- Contact children when requested and report any safeguarding concerns using CPOMs

- Provide 1-2-1 support with SEND children where necessary

Where concerns are noted:

- Teachers will contact families by email and telephone in the first instance, identifying the remedial steps, involving support measures
- If contact is not returned or work is still unsatisfactory, office staff or school leaders will attempt to make contact

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 or School Leaders will:

- Provide feedback to children from work emailed or via Microsoft Teams at least once per week in Years 4 - 6

- Provide weekly small group feedback for parents in Foundation and Years 1 - 3

- Provide weekly tutorials for children in Years 3 – 6

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:

Teachers and School Leaders will:

- Ensure vulnerable, EHCP and SEND children continue to receive consistent provision. This can be expected through: regular contact with class teaching team, bespoke learning packs, live tutorials, being provided with resources to support learning. Teachers will deploy support staff as necessary to provide support to all in need, provision may be led by Teaching Assistants, HLTAs or Teachers

- Ensure families with children in KS1 will receive shorter live events and recorded lessons to aid smaller concentration spans. This may mean more frequent content

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?

Should a child have to self-isolate, or is awaiting test results, the school has a responsibility to offer immediate remote education; children are also expected to access and engage in this educational provision using IT. The timetable of work for children who are self-isolating will be available on the Year Group Page in the *Learning from Home* area.

The children will be contacted regularly by a member of the year group, who will call twice a week to support access and engagement with learning, and address any issues the children may have with their learning. The key link person for each year group is listed below.

Foundation – Samantha Lampard

Year 1 – Lucy Hodge

Year 2 – Fiona Brent

Year 3 – Sarah May

Year 4 – Kayley Smith

Year 5 – Maisie Shepherd

Year 6 – James Allington