# 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?

If children are sent home due to a bubble closure or need to self-isolate due to contact with a positive case, we are able to provide a paper-pack of resources to take home or be delivered.

By the end of the first day of remote learning we will ensure that lessons are available on our preferred learning platforms:

* Y1 to Y6 - Seesaw
* EYFS – Tapestry

All children were given a home learning exercise book to keep at home in December 2020. If this is full, parents can request another one from school.

Our disadvantaged pupils were also provided with a home learning pack which includes a range of stationary as well as a resources to support learning at home such as phonics mats, times-table squares, handwriting prompts.

All children have been given usernames and passwords to online school subscriptions as well as Seesaw and MS Teams.

**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, where equipment for a lesson in school would not readily be available at home, we will make an adaption for example in Science or where a Sports Coach may still be able to deliver a PE lesson in school, we will refer pupils and parents to alternatives such as The Body Coach You Tube channel, Cosmic Yoga or REAL PE.

## 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:

|  |  |
| --- | --- |
| EYFS and Key Stage 1 | A minimum of 3 hours a day on average, with less for younger children. |
| Key Stage 2 | A minimum of 4 hours a day |

## Accessing remote education

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

Our main platforms for delivery lessons, providing feedback and communicating with pupils and parents are:

Logo, company name

Description automatically generated



Year 1 to Year 6 [Seesaw](https://app.seesaw.me/#/login) EYFS – [Tapestry](https://tapestryjournal.com/child-login/select-location)

**In addition, our school has provided pupils with access to the following online learning platforms to support remote learning:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Somerset Activity & Sports Partnership - real PE |  | [MyMaths - Bringing maths alive - Testimonials](https://play.ttrockstars.com/auth/school/student) | Times Table Rock Stars! | [Epic logo and symbol, meaning, history, PNG](https://www.getepic.com/sign-in/educator) |
| [REAL PE](https://real.jasmineactive.com/login) | [Spelling Shed, Maths Shed & Quiz Shed](https://www.edshed.com/en-gb/login) | [My Maths](https://login.mymaths.co.uk/login) | [Times-Table Rockstars](https://play.ttrockstars.com/auth/school/student) | [Epic](https://www.getepic.com/sign-in/educator) |

### 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:

Through the Government scheme and making our own devices available, we may be able to lend a laptop or tablet to children who are working remotely at home. Priority will be given to those children in receipt of Pupil Premium and Free School Meals. If we have spare devices, we may be able to lend other devices to families who are struggling to access remote learning.

Information regarding the lending of devices has been sent to those families with pupils in receipt of pupil premium of free school meals.

If your child would benefit from the loan of a device, please contact the school office for further information.

All devices will require internet access. Further information regarding support for requesting additional data has been distributed to parents. Please contact the school office if you need another copy of this letter.

Printed paper packs can be prepared and collected each Monday afternoon if families to do not have access to the internet.

Pupils can return their work for marking and feedback each week when the next pack is collected.

Each week members of the Pastoral Team will contact families who are not accessing online learning to see how they are getting on.

### How will my child be taught remotely?

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



Each day we will provide opportunities on Microsoft Teams for pupils to take part in a live registration each day with their classmates and teacher. This will provide an opportunity for the teacher to talk through the planned lessons for the day.

At the end of each day there will be an opportunity for pupils to join a live feedback session to showcase their work, ask questions and clarify any misunderstandings. Teachers will be able to give live feedback and review the day’s learning.

In addition, each day teachers will post lessons on Seesaw or Tapestry for pupils with clear instructions and expectations for each task. This will include a combination of written instructions as well as pre-recorded lessons using videos and voice overs.

* **Each day we would like your child to complete learning in:**
  + Phonics (EYFS and KS1)
  + English (there will be either a reading, writing, grammar or spellings focus)
  + Maths
  + Topic related lesson
* **Each week we will provide additional activities that can be completed such as** 
  + Spellings
  + Times-tables
  + Handwriting
  + Joe Wicks workouts / REAL PE Sessions / Cosmic Yoga / Dough Disco
  + Oak Academy and BBC Bitesize lessons
  + Well-Being Activities
  + Children reading their own books
  + Class novel or picture book being read by teacher

In addition, topic webs, knowledge organisers and remote learning website links regarding other suitable educational sites and resources will be available to support topic work, key skills and expanding pupil’s general knowledge and understanding. These will be available on the year group pages on the website.

Paper packs are available on request for those without internet access.

|  |  |
| --- | --- |
| 9:00am to 9:45am | Virtual Register/Run through of the day and direction to activities on Show My Homework using Microsoft Teams – Please check on teams to see times of meetings |
| 9:00am | Work for day is assigned on Seesaw / Tapestry |
| 9:00am to 3:00pm | Work to be completed throughout the day and uploaded to Show My Homework. Teachers and Teaching Assistants to respond to work. |
| 2:15pm to 3:00pm | Pre-Recorded Class Story or Live Class Story 2-3 times a week  Feedback Session and Celebration of work and achievements on Microsoft Teams |
| 4:00pm | Any work uploaded after this time will be responded to the following day. |

* Lessons will be made available at 9am each morning on Seesaw or Tapestry.
* Any written work should be completed in the exercise book that has already been sent home with your child. Please ensure that the date is written clearly at the top of each piece of work.
* In order to complete activities children may need to have available a pencil, rubber, crayons, scissors and a glue stick.
* Teachers and Learning Assistants will respond to work between 9:00am and 4.00pm using the Seesaw or Tapestry app. Any work uploaded after 4.00pm will be responded to the following day. Please note that messages or work uploaded will not get an immediate response as all teachers will be in school teaching as well.

## 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 need to be ready to start at 8.45am and should be dressed appropriately for the day e.g., no pyjamas. Ideally, they should be seated at a table with as few distractions as possible.
* It is important that your child engages with remote learning and tries their best to complete the tasks set each day and if possible, the regular face-to-face sessions provided by the school.
* Children in Year 1 to Year 6 are able to send a message to their teacher via the Seesaw platform if they require individual support.
* If, at any time, you are having difficulty accessing the remote learning please contact the school.

**Be realistic about what you can do**

* **You're not expected to become teachers** and your children aren't expected to learn as they do in school. Simply providing your children with some structure at home will help them to adapt. Use the tips below to help you make this work for your household
* **Experiment** in the first week, then **take stock.** What's working and what isn't? Ask your children, involve them too
* **Share the load if there are 2 parents at home. Split the day into 2-3-hour slots and take turns so you can do your own work**
* Take care of your own health and wellbeing. This will be new for your entire household, so give it time to settle. Take a look at the links at the end of this factsheet for some advice on mental health and wellbeing

Keep to a timetable wherever possible

* **Create and stick to a routine if you can. This is what children are used to.** For example, eat breakfast at the same time and make sure they're dressed before starting the ‘school’ day – avoid staying in pyjamas!
* **Involve your children in setting the timetable where possible.** It’s a great opportunity for them to manage their own time better and it’ll give them ownership
* **Check in with your children and try to keep to the timetable but be flexible.** If a task/activity is going well or they want more time, let it extend where possible
* **If you have more than 1 child at home, consider combining their timetables. For example, they might exercise and do maths together – see what works for your household**
* **Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over**
* **Stick the timetable up on the wall** so everyone knows what they should be doing when, and tick activities off throughout the day
* **Distinguish between weekdays and weekends, to separate school life and home life**

Make time for exercise and breaks throughout the day

* **Start each morning with a** [PE lesson](https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl) at 9am with Joe Wicks (subscribe to the Body Coach on YouTube)
* If you have a garden, use it regularly. If you don’t, try to get out once a day as permitted by the government.
* Get your children to **write in a diary what they did each day** – this can be a clear sign that the ‘school’ day has ended

Other activities to keep children engaged throughout the day

* **Where you have more freedom in the timetable, make time for other activities**. Add some creative time or watch a dance video from [Go Noodle](https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw) to get the heart rate going
* Get your children to **write postcards** to their grandparents or to pen pals
* Ask **grandparents to listen to your children read** on FaceTime (or ask grandparents to read to younger children)
* **Give them chores** to do so they feel more responsible about the daily routine at home
* Ask them to **help you cook** and bake
* Accept that **they'll probably watch more TV/spend time on their phone** – that's ok but you might want to set/agree some screen time limits

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

Each day, teachers will review work posted online and provide feedback in addition to the live Teams meetings each afternoon.

Each day support staff will make a note of which children have engaged with some form of remote learning and this information will be collated each week.

Every week teachers will complete a log of activity to record whether children have taken part in live sessions or posted work online or collected paper packs/delivered completed work to school.

If teachers have individual concerns regarding the amount or quality of work being completed, they will contact parents directly to discuss concerns and offer advice.

### 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:

* Individual comments posted on Seesaw or Tapestry daily where possible
* Daily live feedback sessions in groups
* Phone calls to pupils/parents where necessary
* Mini quizzes
* Feedback through online games (TT Rockstars/Ed Shed)

Teachers and Learning Assistants will respond to work between 9:00am and 4.00pm using the Seesaw or Tapestry app. Any work uploaded after 4.00pm will be responded to the following day. Please note that messages or work uploaded will not get an immediate response as all teachers will be in school teaching as well.

## 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 will provide differentiated work and additional guidance where necessary for pupils.
* Where necessary, school is able to loan additional equipment to support home learning such as maths and literacy resources
* If children have an EHCP or Top-Up Funding in place, they will be encouraged to attend school during the national lockdown, in order to work with the additional adults in school.
* If a pupil has an EHCP or SEND that prevents them from accessing the live sessions they will be given personalised work that can be collected from school.
* Where necessary, support staff and teachers are able to organise 1:1 sessions using MS Teams to support home learning.

## 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?

If your child is not in school due to self-isolation and they are well enough to engage in learning, we will provide them with a combination of paper-based tasks linked to either their current topic or key skills for their year group

In addition, teachers will post tasks linked to the lessons being completed by pupils in school on either Tapestry or Seesaw for completion at home. Feedback will be given via these online learning platforms.