

# Anderton Primary School

## 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?**

The first response from school to provide immediate remote education will be through the seesaw app. Children who need to isolate will be given one English, Maths, Spelling/ Phonics and non-core activity per day via the app. Children will be expected to submit it through seesaw and the class teacher will mark and assess this work. Children may also access the homework grid for their class via the school website and access online platforms including TT Rockstars, Purple Mash, Read Theory, Oxford Owl, Epic Reading and Developing Experts.

### **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?**

The children at home will receive the same curriculum remotely as the other children receive in school. Work set will match that of the daily timetable in school and the activities provided will be the same. In some instances, due to the work being set online, slight adaptations may need to be given to the input for the lesson and the activity completed, but the learning objective and intended outcome will be the same as the work set in school. Some lessons, for instance PE, art, DT and music will need to be adapted due to limitations on space and resources.

### **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 (as a minimum)
Key Stage 2	4 hours (as a minimum)

## **Accessing remote education**

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

The online learning will mostly be provided using the seesaw App. In addition this will be supplemented by using TT Rockstars, Purple Mash, Read Theory, Oxford Owl, Epic Reading and Developing Experts. Messages for parents will be published on Class Dojo. Daily Zoom meetings are with the class teacher and a weekly Zoom 'social' also takes place.

### **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:

Ways that we may be able to assist are as follows:

- Prior to the January 2021 National Lockdown, a parental survey was issued to explore the access to devices for our children at home. Following this, where parents requested a device from school, a school/ Dfe Ipad was issued alongside a home school agreement policy. We have engaged with the government laptop scheme and are able to loan laptops to those children who otherwise may not have access at home.
- We may be able to support parents who do not have access to an internet connection or would like the school to apply for additional mobile data on their behalf (subject to specific conditions).
- Where pupils do not have online access in order to submit work, we can support families to address the access issue or agree appropriate submission and feedback arrangements.
- Although our remote learning offer does not require access to printed resources, we understand that some parents may wish to have these. We can provide this service.

Class teachers are responsible for measuring the level of engagement from pupils in their classes and reporting concerns to SLT. Class teachers will make contact with the pupil and their families to investigate the reason for little engagement. For any parents who request paper work packs, these are provided on a weekly basis. If pupils are unable to submit their work electronically, work packs can be returned back to school for marking.

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

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

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- Work set via the seesaw app and supplemented using additional websites mentioned above.
- Pre-recorded input used when appropriate.

- Daily zoom sessions with all pupils to update on the work being set, address any common misconceptions and then for any pupils struggling with the day's work to speak to the class teacher for support.
- Weekly keep in touch zoom meetings to support the children's mental well-being.
- Homework grids have been issued to supplement main lessons.
- Epic Reading and Oxford Owl used to supplement home reading books.
- Well-being Wednesday – Children engaged with non-screen activities. Social Zoom with their class, PE lessons, PSHE activities etc.

## **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?**

It is our expectation that the children will complete the activities set in their seesaw journal. However, we acknowledge that family and work commitments at home mean that this may not always be submitted on the same day. Our flexible approach allows our pupils to work around individual family circumstances.

Class teachers are responsible for measuring the level of engagement from the pupils in their class. In instances of low engagement, the pupil's family is contacted and support offered. SLT are notified in any instances of low engagement.

The Family Support Worker liaises with SLT to ensure that vulnerable families are contacted regularly and help given where needed.

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

Engagement with learning is checked by the class teacher and teaching assistant on a daily basis as the seesaw app allows the teacher to assess how many children have completed the work set. Where there are concerns the class teacher will phone the pupils family and offer additional support. SLT are notified of any concerns. Weekly checks are made on whole school engagement which can then be reported to Governors. The HT has an overview of Seesaw and the engagement of pupils at a whole school level.

### **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: Pupils will be provided with written/ verbal feedback following the submission of a piece of work on seesaw. This is provided on a daily basis. In addition to this, every week class teachers continue to choose a pupil for the star of the week and the team award to keep the link between home and school strong. Feedback can also be given during Zoom calls.

## **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:

All children with an EHCP have been invited to attend school under the 'vulnerable' definition. If parents choose for their child not to attend school a weekly welfare call is made and the FSW makes regular contact. We continue to work with outside agencies including CSC. For other children with SEND, all work is set at a level that is appropriate to them to enable them to access with little support from home. For families with pupils in year 1 and Reception, much of the activities may be practical and the class teachers support the families with ideas of how this can be delivered and evidenced for the class teacher.

## **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?**

For children who are self-isolating and the rest of the class are in school, they will receive the same daily timetable and activities as the children in school. At times, adaptations may be given to the input or the activity but the learning objective and learning outcome will be the same for all pupils.

The Governors receive a weekly report from the HT regarding the status of remote learning within the school. Approximate numbers of children attending each day under which categories and information on families isolating etc.

The daily DfE attendance record is completed.

The results of an online survey of parents conducted during the second lockdown has informed our practice. SLT meet weekly to review the current school offer and make any necessary updates and changes to meet the needs of all children whether in school or learning from home.

Advice is sought from other local establishments, the school advisor and the local education Authority.