



Monk Fryston & Saxton Federation of CE Primary Schools

Remote education provision: Parental Guide

This information is intended to provide clarity to pupils and parents/carers about what to expect from remote education should entire groups (or bubbles) need to self-isolate or should the whole school need to close.

Please also reference our Trust Remote Learning Policy

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?

Teachers will post work for children in their Google Classroom. This will signpost the tasks that they should be doing, and might include online digital tasks as well as reading and practising their basic skills.

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 may need to make some adaptations in some subjects. For example, to reduce the burden on families we will try to limit the resources needed at home for art tasks, and will change PE tasks to avoid team activities.
- Each week, the class teacher will provide an overview of the remote learning set for the week. This enables parents to see what will be expected of their child and will help them to keep track of the learning during the week. We hope that this illustrates the breadth of curriculum coverage we will teach, and the range of learning that is expected.

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:

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| Key Stage 1 | 3 hours in total. This will normally be one English task, one maths task, and a task from another curriculum area. |
| Key Stage 2 | 4 hours in total. This will normally be one English task, one maths task, and a task from another curriculum area. |

Accessing remote education

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

All children have a Google account and are familiar with using this in school. When working remotely, they will use this account to access the Google Classroom that has been set up for them. This is where teachers will post all the remote learning tasks, along with any supplementary information or explanations.

We will use Google Meet to provide video calls and live sessions. We know that this is a safe and secure digital environment for this purpose.

We will not expect children to have particular software for online learning, as tasks will be posted through web links. This will include digital technologies that the school subscribes to, such as maths games.

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:

We have a small number of Chromebooks that we are able to loan to families who have restricted access to digital devices. Parents will need to sign an agreement with school in order to obtain a device. This can be organised through the school office.

School may be able to support access to home internet connections by providing 4G wireless connections. These can be applied for through the office.

Children who are unable to access digital technology can request a pack of printed resources from their teacher. We have a large plastic box which is next to the school gate, and we will put work for children in named folders in this box for safe collection. Please only take the folder for your child. We will use the same method for handing work in. Teachers will check the box regularly for submitted work.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. This will include a blended approach including the following techniques:

- Lessons that contain recorded explanations or demonstrations followed by an independent task. These might be set by the class teacher, or a colleague, or a high-quality recommended resource such as the Oak National Academy.
- 'Live' opportunities to engage with their teacher. These may be, for example, short online explanations to start an activity, or a group opportunity to raise questions and discuss their learning.
- Independent tasks that are scaffolded by a slideshow explanation followed by individual study.
- Skills-based tasks to reinforce and develop proficiency in the core areas.
- Reading tasks, either using a reading book or an online resource.
- Writing tasks, including handwriting and extended pieces across different genres. We know that it is important for children to practise their handwriting skills frequently so that they retain speed, stamina and fluency in their handwriting.
- Collaborative study tasks, including opportunities to create something as a group (such as a presentation or online story).
- Interactive academic games such as TT Rockstars.

Children will have recorded acts of collective worship that they should engage with during the week.

Children in EYFS and KS1 may be set open-ended play activities which are self-

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?

We will try to set work in a way that closely matches the school timetable. We want children to remain in a routine, and we encourage parents to help them to access work in the same times that they would in school if possible. Tasks for the day will therefore be set at 8:45am. We encourage children to have breaks in the same way that they would in school, including a lunch break.

Wherever possible, we will present tasks in ways that are self-explanatory to enable children to access them independently and thus reduce the level of parental support needed. We expect children to complete tasks with the same level of diligence as they would in school, and hope that parents remind them of this when checking for completion.

We know that it is not always realistic for young children to work entirely independently and they will need greater levels of interaction. Teachers will try to provide guidance for parents so that they are equipped to support their child.

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

- Teachers will check their Google Classroom every day, unless they are deployed to care for another bubble in school. If this is the case, additional staff may be asked check the Classroom for them. Assignments will be checked for engagement each day so that any children who are having problems accessing work are identified swiftly. Children who are not accessing tasks will be messaged through Google.
- The parents of any child who has not engaged for more than a day will be contacted by phone so that appropriate support can be offered.
- Each week, teachers will have at least one video call with each child, usually in small groups, to check their learning and address any concerns.

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:

- Whole-class feedback will be provided as a comment on the Google assignment. This enables all pupils to see the comment.
- Individual work may have comments left on the assignment, or where possible on the piece of work. For example, a typed piece of writing may have feedback comments added that will help to move learning on.
- Each week, teachers will provide video calls to offer small groups of pupils feedback and suggest improvements that could be made.

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:

- During a full lockdown, many children with SEND will be given a place in school because they qualify as vulnerable learners. This enables staff to make adjustments to tasks in person and ensure that they have the right level of support.
- Children learning away from the school site may have differentiated tasks in the same way that they would in the classroom. To make this easier to set, they may have an additional Google Classroom that has tasks that target their individual needs.
- Where possible, we will continue to provide access to external services so that pupils receive the support they need. For example, we might facilitate video calls with a Speech Therapist to provide practice activities that can be done at home.

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?

Many of the same principles of working will remain. We will set work for pupils on Google Classrooms so that they can access them from home. In some circumstances, the work done in class might not be replicated in a virtual environment, for example, a technology task that requires specialist resources in the classroom. Where this is the case, teachers will try to set alternative related tasks with similar learning outcomes that can be completed at home.