



# REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

Ben Rhydding Primary School

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## Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

## The remote curriculum: what is taught to students at home

A student’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 students being sent home?

On the first day of home learning you will receive information by School Ping (text) or through a phone call, explaining what will be provided. We will contact you to explain how remote learning will look when accessing it through Google Classrooms. If you require any passwords to access online platforms or tools approved by school these will be sent to you via School Ping. If passwords are lost please contact the school office.

School may arrange collection or delivery of a digital device and additional resources along with the school’s Acceptable Use Policy (AUP) where this is needed.

Students will have to access to a maths, English and curriculum lesson from the first day of being sent home.

## 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 students broadly the following number of hours each day:

EYFS	Up to 2 hours (2 hours max)
Key Stage 1	2-3 hours (3 hours max)
Key Stage 2	3-4 hours (4 hours max)



## **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?**

Following the first few days of remote education, staff will continue to ensure that as many students as possible are accessing remote learning through Google Classrooms. We teach the same curriculum remotely as we do in school (wherever possible and appropriate). Staff will work closely to adapt their planning and teaching resources to ensure that students can continue to have a broad and balanced curriculum remotely.

However, we may need to make some adaptations in some subjects. For example where a task requires lots of discussion the teacher may have to amend it to make it more suitable for remote learning, PE and outside learning tasks will be flexible to allow for children to access them depending on their individual circumstances.

## **Accessing remote education**

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

We use Google Classrooms to support online learning. Your child has their own Google Classrooms account and your child has been shown in class how to access their learning via Google Classrooms. Homework, for all our pupils, has been set via Google Classrooms since returning to school in September in order to help children to develop the required skills to both access and complete work set via Google Classrooms. However, we understand that children may still require support with this.

The school sent a Google Classrooms and Parent Remote Learning Guide to all parents to help them both support their child(ren) when using Google Classrooms while also offering additional support and guidance if and when required.

The school will hold fortnightly live meetings with all our families via the school's parent evening app School Cloud, in order to offer additional support and advice to any families/pupils who may be struggling.



## **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 your child does not have access to a laptop or other suitable device but your home does have a high speed internet connection then we may be able to lend them a laptop. Parents and carers should make contact with their child's class teacher or call the school office for further information.
- For any pupils that do not have any access to the internet, printed materials will be prepared and can be collected from school or delivered if require

Class teachers will undertake fortnightly live video calls with parents and carers to assess how remote learning is going and whether any additional resources are needed. An immediate assessment of need will be recorded on remote learning class trackers. These will be evaluated by SLT and actioned if required.

- In the event that individual students require digital devices for home learning then school will contact parents or carers to issue a device. Devices however are limited. Digital devices will be loaned to families on the basis that an Acceptable User Policy (AUP) is signed and kept by school. The school will continue to try and increase its capacity for supporting families with additional laptops etc. via such organisations as Business2schools (laptop donations).
- All donated laptops will be cleaned and made fit/safe for use by the school by the School's ICT contractors, Primary Tec. We continue to monitor the requirements for digital devices and act appropriately. School will continue to promote this scheme until it ends.
- In the event that pupils cannot access remote learning for any reason and school have undertaken all reasonable options parents/carers can request a paper remote learning pack which will be collected at school on a weekly basis.
- If a family are self-isolating and cannot leave the family home, then school staff will either post paper packs out to parents/carers or drop work off at homes following the school's COVID-19 risk assessment and government social distancing guidelines.
- Paper packs do not need to be returned into school in order to allow students to reflect on their work. Teachers will be checking progress of students and any misconceptions within their learning through the fortnightly live video calls with all our families. If required, support will be provided during these video calls and the appropriate agreed actions taken.



## How will my child be taught remotely?

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

- Google Classrooms will be used as the primary form of communication between teacher and pupils. This is where teachers will post age related assignments and work that the students are to complete and return. This may be through recording on paper and a photograph taken and attached by the students, or an online document that has been provided to the students.
- Teachers will use video recordings to outline the requirements and skill required to complete assignments and help communicate learning. These recordings will be placed at the beginning of each school day, along with the learning task, on Google Classrooms.
- Teachers will be accessible for direct communication via Google Classrooms throughout their usual working hours.
- We will ensure that work is presented in a variety of forms, recorded introductions and demonstrations, drawings/photos, video, audiobooks, cue cards, songs, rhymes etc... to endeavour to engage students consistently throughout the day through the tailored provision of blended remote learning.

## 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?

Staff can expect pupils learning remotely to:

- Log on to their Google Classrooms account at the beginning of the student's normal school day. This will ensure students are informed of their remote learning for that day and can plan their day appropriately.
- Complete daily English, maths and curriculum work to the deadline set by teachers (where possible).
- Seek help if they need it,

Staff can expect parents/carers with students learning remotely to:

- Support their child/ren with daily remote learning tasks.
- Monitor their child's use of ICT equipment, the internet and Google Classrooms.
- Request a paper remote learning pack in the event that the child/ren do not have access to digital devices or internet at home.
- Alert teachers on the day if they are not able to access and/or complete work.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.



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

- It is an expectation that the class teacher will complete a class tracking document, saved within Google Classrooms remote learning records. This is only available to staff and not students.
- If students are not accessing the remote learning option and parents have not contacted the school, teachers will contact the parents via email and establish what the barriers are and offer support and help, this could include producing paper remote learning packs for the students who may now require them.
- Class teachers will undertake fortnightly video calls to all parents and carers to assess whether additional help, support, guidance or resources are needed.

## 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 students or marks. 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:

Our approach to feeding back on pupil work is as follows:

- Feedback will usually be a written comment in response to their work posted on Google Classrooms
- For some pieces of work staff may issue a marked score (if and when appropriate)
- Where necessary, more detailed feedback may be issued to help a child or group of children understand a common misconception
- Children will receive an acknowledgement of the work they submit the following day if possible or during the school week.
  - Pupils viewing their feedback and can respond accordingly.



## **Additional support for students 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 students, for example some students 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 students in the following ways:

- Teachers may differentiate tasks
- Additional supports, examples and checklists may be issued
- Where individual approaches are required we will discuss these with you during the teachers' live video sessions on a fortnightly basis.
- Please contact our SENDCo at school if you would like to discuss the needs of your child and how they will access remote learning.

## **Remote education for self-isolating students**

Where individual students 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 students 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?**

In the event that a child is self-isolating school would make contact with parents/carers to see if there is anything that school could do to support remote learning, such as providing a digital device; if they do not have one and if school has sufficient resources available.

Students self-isolating would have the opportunity to take part in classroom blended learning and teaching through remote lessons via Google Classrooms.

Remote feedback will be provided to any self-isolating child through the teacher or learning support assistant based in the classroom.

Where an individual who is self-isolating cannot take part in a lesson due to a lack of resources alternative methods will be provided to ensure that the student's learning and progress continues to take place.

In the unfortunate event that a student is unwell then there would be no expectation for any work to be completed. Careful tracking will ensure that any missed learning intentions are revisited to endeavor eradicate any gaps in learning.