

SMAAA 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 if 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?

Our school will make available meaningful activities for pupils uploaded onto Google Classroom. We will communicate to parents as soon as work is available. Paper copies of activities will be provided as requested by parents. Remote education will be made available by the day after the school have been made aware that a bubble has to remain at home or local restrictions have been put in place.

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 will teach the same curriculum remotely as we do in school wherever possible. However, we may need to make some adaptations in some subjects. For example, we may need to adapt activities to make them more accessible at home should specific equipment usually be required to deliver lessons.

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:

Primary school-aged pupils	<p>We will provide:</p> <p>KS1 – 3 hours per day KS2 – 4 hours per day</p> <p>This will be less for children in EYFS, all of the content for Nursery will be pre-recorded.</p> <p>For SEN children, where concentration is challenging the expectation may be lowered and will be discussed with parents by the teacher – children with EHCPs can attend school in the same way children of Critical Key Workers can.</p> <p>Activities during the day:</p> <p>Live introduction from the class teacher via a voice over power point presentation or Google Meet.</p> <p>As in previous lockdowns, the timetable for the week will be released at the beginning of the week</p> <p>Maths and English lessons will be taught using video and/or narrated resources, for example maths from White Rose and the class teacher for English and phonics.</p> <p>Other subjects will be delivered using a range of resources.</p> <p>At the end of the day there will be a recorded video or power point, where</p>
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the teacher will share some of the work that has been 'handed in' through Google Classroom.

In addition, there will be live assemblies each week during a longer period of time out of school.

Accessing remote education

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

Our pupils will access online remote education via Google Classroom. They will be provided with login details and support to use the platform as required.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- we will provide laptops/Chrome Books/devices in accordance with the Government's 'Get help with technology,' during coronavirus (COVID-19) guidance;
- <https://get-help-with-tech.education.gov.uk/>
- we will issue such devices and dongles/routers/pre-paid simcards to enable an internet connection in line with the guidance;
- Parents/Carers will agree to use such devices purely for the purposes of remote learning and can contact school for support and advice;
- if pupils cannot access online learning, paper copies of home learning will be available for collection from school;
- pupils accessing paper home learning can return their completed work to school for teacher feedback and collect the following week's work.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- daily introduction via Google Meet or voice over power points slideshows;
Pupils will be provided with access to a range of online resources;
- links to Oak National Academy lessons;
- daily video/audio recordings and power point presentations with voice overs made by teachers to introduce activities and for some new learning via Google Classroom;
- printed paper packs produced by teachers;
- Oxford Owl E-book access;
- White Rose Maths teaching videos and activity sheets;
- links to video clips and lessons via BBC bitesize;
- opportunity for a Google Meet appointment with class teacher as requested.



PRIMARY SCHOOL

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 expected that all children attend the daily live session when timetabled, and undertake all of the tasks provided by the teacher, ensuring that they 'hand in' the required pieces of learning – this is on the basis that home arrangements allow this to be the case

We would ask parents to support their children by:

- providing a quiet place to work;
- checking what learning they have been asked to do and checking that the child has completed it;;
- supporting the child with learning where they are having any issues

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

- class teachers will monitor pupil engagement via Google Classroom and completion of paper based learning activities, at least weekly;
- should engagement be a concern, class teachers will contact parents by telephone and carers to offer support;
- class teachers will raise lack of engagement concerns with members of the Senior Leadership Team;

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:

In this section, please set out briefly:

We ask for all work to be submitted on Google classroom where appropriate and we will check that children have submitted, emailing/phoning parents if we notice that work is missing.

- we will feedback on pupil work at least daily for two pieces of submitted work whether on Google Classroom or the submission of paper packs;
- class teachers can give feedback during their weekly welfare calls to parents and pupils;
- feedback during timetabled live Google Meet Sessions;
- class teachers will take on board parent comments regarding difficulties observed with tasks and adapt their planning accordingly.

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:

In this section, please set out briefly:

- the school SENCo will liaise with class teachers to ensure that remote learning is matched closely to the needs of pupils and takes into consideration how pupils access learning in their home and how they are able to be supported;
- the school SENCo and class teachers will liaise with parents to check pupils can access learning and to offer support as required;
- the school SENCo will liaise with outside agencies to ensure that support continues to meet the needs of pupils;
- remote education for younger pupils will consist of a variety of activities which meet their academic, physical and social and emotional needs. Activities will cover the range of Early Years goals for Reception age pupils.

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 a child is self- isolating they will be provided with home learning the day after school has been notified.

Pupils will receive:

- paper copies of the range of sequenced activities being taught with their class in school or work will be posted on Google Classroom. Activities will be meaningful and ambitious and will follow the curriculum overview for the year group;
- teachers will upload any work sheets and short explanations of tasks that are appropriate onto Google Classroom. This will be done at the end of a day, using materials used with the classroom. Teachers will be available via email for children/ parents to contact for support.
- There will not be a live sessions;
- class teachers will contact parents/carers to offer support and to give feedback as appropriate;

