Allithwaite CE Primary School

Remote Education Provision

Information for Parents and Carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Details of what to expect where individual pupils are self-isolating can also be found in this document.

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?

In the first day or two of remote education, we will direct pupils to complete activities uploaded to the Class Pages of our school website. We will also provide reading books and any worksheets or physical resources (e.g. workbook) which children may need to support learning.

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?

Staff will teach the same curriculum remotely as we do in school wherever possible and appropriate. Teaching approaches may need to be adapted so that lessons are accessible at home; for example, those learning opportunities which may require a high level of interactivity (e.g. phonics) or lessons with high levels of physical requirements (like 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:

Key Stage One	An average of 3 hours of engagement per day.
Key Stage Two	An average of 4 hours of engagement per day.

This does not mean that we expect children to average 3 – 4 hours of screen time per day. It is engagement with learning, which may take a variety of activities including some physical activity such as taking part in exercise.

We will be setting fewer hours for Early Years pupils as they are engaged in learning as part of a continuous provision approach across a school day. The Early Years lead will coordinate works so that parents/carers receive links to phonics, maths, english and other areas of learning as well as providing guidance on how to engage children through play. Play based learning is essential for this age group.

Accessing remote education

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

Remote education is delivered via our school website under Class Pages and the 'activities' tab.

In the Early Years, parents/carers and staff will communicate via Tapestry. This platform will also be used as an engagement in learning and feedback tool.

In KS1 and KS2 all parents/carers will have access to a class email for queries & feedback.

Children will also be offered live lessons and meetings where appropriate for the current climate.

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:

- Staff will provide work packs for any families who need access to printed materials; please email your class teacher to arrange collection.
- If access to a device at home is a barrier to learning, parents/carers are advised to contact school.
- Where we can, school will seek to loan a device to pupils.
- School will maintain regular contact with families to monitor engagement with learning and will respond to any needs that arise.
- Parents/carers will be kept informed of funded access to devices and/or 3G/Wifi resources wherever school is made aware of these facilities.

How will my child be taught remotely?

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

- Live lessons.
- Pre-recorded teaching made by school staff.
- Recorded teaching made by external teaching organisations – White Rose Maths, Oak Academy lessons etc.

- Commercially available websites to support different subjects, such as BBC Bitewise or Phonics Play.
- Independent work linked to teaching in the form of onscreen activities, handwritten work and worksheets provided for parents/carers to print if they choose to. If appropriate, pupils and parents will often have the choice in how they wish to respond to allow more flexibility.
- Daily reading using books already at home or e-book sites such as Oxford Owls.
- Some long-term project work or internet research may be given.

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 recognise the important role parents/carers play in helping to support children's progress. We acknowledge that their role is vital to support and encourage pupil participation with remote learning. Maintaining good routines which include children being up, dressed and ready for the day as they would normally contribute to positive mental health, well-being and commitment to the learning opportunities provided. There is an expectation that parents and carers will work with school to ensure their child engages with the remote learning provided.

- We encourage parents/carers to set up a daily timetable with the pupil. This is proven to foster independent learning & enthusiasm. We do not dictate a timetable, but offer suggestions within our weekly remote learning plans.
- We expect children to engage with the remote learning activities provided to the best of their ability and to return completed work.
- It is expected that parents will support pupils to access any online provision and will liaise with the school for support if needed.
- We expect parents and carers to maintain regular communication with the class teacher. Teachers can be contacted via the class email address for advice, to answer questions and to pass on information.

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

All staff will monitor pupil engagement with online remote learning by:

- Keeping a register of attendance for live lessons.
- Monitoring pupils who are regularly completing work in a timely manner.

- Using the Tapestry function of viewing lists of adults who have accessed pre recorded videos.

Where engagement becomes a concern, parents/carers will first be emailed by their class teacher to check the reason for non-engagement e.g. illness.

If necessary, this will be followed up by a phone call where strategies will be discussed to improve engagement.

If lack of engagement is causing a safeguarding concern, a welfare phone call or house visit will be made is deemed appropriate by the Designated safeguarding officer.

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 Nursery and Reception pupils, parents have the facility to upload images of achievements with comments onto Tapestry. Teachers will comment on these observations and link them to the development matters and early learning goals.

• Teachers and teaching assistants for children in years 3 – 6 will check TEAMs daily and will leave comments for children's completed work.

• Self-marking activities such as 'Times Table Rockstars' which give instant feedback.

• Whole class feedback where appropriate in live lessons.

• Staff may contact parents/carers to discuss their child's progress via the class email.

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:

- Pupils with an EHCP will be offered one to one live teaching with their familiar adult for core subjects.
- Adapted learning packs and resources will be made available.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We recognise that sometimes a child will be isolating because they are feeling unwell and in this situation it wouldn't be appropriate for remote learning to be set.

If a child needs to self-isolate but is well enough to work, work will be available in the following ways:

- Access to online subscription platforms, such as phonics play and Rockstar maths.
- Access to White Rose Maths online tutorials.
- For Years 3 – 6 teacher planning and some pre-prepared presentations will be uploaded to and available via TEAMs.
- Access to Oak National Academy lesson presentations and tasks.
- Feedback via signposted and/or teacher prepared quizzes.
- Teacher feedback via Tapestry and TEAMs of completed work on a regular basis.