

Forest Town Primary School



Kind Adventurous Persevere Proud
Independent Together

Providing Remote Education Provision

January 2021

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. However, you will still receive a Dojo link on the very first day of school closures to explain the tasks for that day (or provide you with a link to the school website / Dojo, that will outline the tasks in more detail).

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- When a bubble in school has to isolate, work will be posted onto the home-learning class pages of the school website (with links also sent via Class Dojo)
- If we have notice of the bubble closure, (i.e. the school is informed on a Saturday or a Sunday), work will be posted by Monday morning (day 1 of the closure). If the school sends a bubble home during a school day, work will be posted by the morning of the following day.
- School will provide appropriate links to online platforms to all parents and carers
- School will begin to identify any children who do not have access to any ICT at home to enable effective home learning
- School will begin to consider the loan of equipment to children, identified above
- School will prepare hard-copy packs of home learning for any children who cannot currently access ICT or are unable to print work off that is needed
- School will make arrangements for teachers and TAs to regularly contact all

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. In the event of a lockdown, those children accessing learning in school will be in receipt of the same lessons as the children working remotely at home. Some adaptations may have to be made, e.g. children at home may be directed to an on-line PE session; lessons which require additional resources (possibly Art) may be adapted or reorganised so that they can happen when all children are back in school.

Any work set will follow the class timetable as much as possible and the timetable itself will be posted onto the daily section of each class page. Each day, tasks will be set for reading / phonics, English, Maths, PE and the wider curriculum.

Personalised learning using online and home learning packs will also be provided for those pupils identified on the school provision map – with their progress also being checked regularly through weekly phone calls from the class teacher / SENCO.

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 children	The expectation is that KS1 children will work remotely for 3 hours a day (with less for younger children) and KS2 children for 4 hours a day.
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Accessing remote education

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

The school website and Class Dojo will provide the basis of our online remote education (along with Tapestry for our Foundation Stage children), supported by the continued use of TTRockstars and Spelling Shed to develop times table knowledge and spelling strategies.

Links to platforms we use will be provided to parents and carers of all children affected.

Staff will prepare online lesson plans and explanations for tasks throughout the period of lockdown.

Pre-recorded videos and lessons, alongside weekly live assemblies will further enhance our provision.

Additional video messages and assemblies from members of the SLT will also support the emotional well-being of children and their families as well as promoting the use of outdoor spaces where possible.

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:

- Identify any children who do not have access to any IT at home to enable effective home learning.
- Consider loan of equipment to children identified above
- Issue loan agreements to parents and carers of children with no access to IT
- Prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school
- Make arrangements for teachers and TAs to regularly contact all children by telephone – this will be attempted weekly.
- Encourage parents with only mobile internet to apply for increased data from their network providers (this process will be done through school).
- School will seek to obtain dongles that can be lent to families without viable internet connections.
- Where families do not have online access, agreements will be made where completed work can be brought into school when collecting the following week's printed packs.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- the class home-learning pages and Dojo will set out learning for each day
- recorded teaching (e.g. Oak National Academy and White Rose maths)
- pre-recorded videos from staff members teaching lessons or introducing activities
- printed paper packs produced by teachers
- reading books pupils have at home
- daily active / PE sessions will be linked for every class each day
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- small group zoom meetings will be arranged so that children have a chance to see and talk to their class teacher – these will take place within just year group bubbles with at least two members of staff in attendance
- well-check zoom meetings will also be arranged so that children have a chance to see and talk to their class teacher and ask any questions about the work coming up that week
- continued access to TTRockstars and Spelling Shed
- access to online book banded books will be established to continue to excite children in their reading journey and support families without a wide range of texts at home
- vulnerable children and those with specific and additional needs have had bespoke and customised learning created for them by their class teachers

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 understand the pressures of home-learning and ask that each child does their best and tries to complete each task set for the day.

Reinforce the importance of children staying safe online and monitor children's use of devices.

Try to provide a space for your child to work – it is best if this is not their bedroom.

Encourage children to follow a routine to keep them motivated. Ensuring children are waking up at an appropriate time and aiming to get dressed every day to keep a sense of difference between 'home learning' and home time.

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

- A daily record of work that has been submitted or handed back to school will be kept by each year group bubble.
- If a child is not engaging or completing work, a private message will be sent via ClassDojo to the pupil's parent/ carers.
- If there is still no response, teachers will ring – this may be from a withheld number.
- If there is no response, teachers will report this to a member of the SLT and a home visit may follow.

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:

- Work returned to school using the portfolios on ClassDojo, or emailed to the class teacher, will be marked and feedback given
- Paper copies of work returned will be marked and feedback given to pupils either via ClassDojo or, if the work isn't returned until school reopens, during allocated support sessions with members of staff

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:

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Vulnerable children and those with specific and additional needs have had bespoke and customised learning created for them by their class teachers.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for these pupils.
- Teachers will be available for contact daily between 8:40 am and 3:15 pm and can be messaged through ClassDojo, class email or contacting the school asking for a phone call.

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 your child has to self-isolate, but the rest of their bubble remains in school, there will be very little difference to the approaches described above.

Work will be set online for your child to access remotely. If you require a paper copy of the work, please contact the class teacher or the school and a pack can be collected.

This work will mirror the work being taught in class, although adjustments may have to be made for some lessons. Feedback will be given for work.

Teachers will be available to contact by the pupil / parent via ClassDojo, although the response may be slower when the teacher is in class teaching.