



Remote Education Provision **at Parwich Primary School**



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.

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?

Pupils will be sent home from school with learning packs, which will include key workbooks, reading books and resources for every pupil to access core skills practice on days one and two, as time will be needed for teachers to amend planning and resources ready for a longer period of remote teaching.

From day three, detailed learning will be provided on timetables that will be emailed out to parents.

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?

When pupils are required to learn remotely, the school will aim to provide a broad and balanced curriculum, wherever possible and appropriate.

In the Infant Class, pupils will receive timetabled learning on English (including daily Phonics), Maths and one foundation subject every day.

In the Junior Class, pupils will receive timetabled learning on individual 'Target' work, English, Maths and one foundation subject every day.

We may need to make some adaptations in some subjects. For example, lessons in school utilise many practical strategies and approaches, which may not be possible for parents to manage or deliver at home, therefore, an alternative model may be used supported by educational videos, reference examples and/or educational games.

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:

Infant Class	Pupils should spend on <u>average three hours per day</u> engaged in learning activities set by their teacher. For younger children and those with SEND, this should be split into small chunks of learning, which is manageable for both pupils and the adults who support them at home.
Junior Class	Pupils should spend on <u>average four hours per day</u> engaged in learning activities set by their teacher. For children with SEND, this should be split into smaller chunks of learning, which is manageable for both pupils and the adults who support them at home.

If your child is spending a significant period longer than is specified above, school staff must be informed in order to be able to support/adapt your pupil's remote learning.

Accessing Remote Education

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

In addition to an extensive home learning pack being sent home with every pupil at the commencement of any local / national restrictions requiring prolonged remote learning, weekly learning timetables (Reception, Years 1 & 2, Years 3 & 4, Years 5 & 6) and any additional learning resources will be sent out to all parents via our school emailing system. The timetables will provide any links to video lessons being used.

As a school, we recognise the difficulties that families are facing to provide access to digital devices for their child's learning. We also acknowledge that prolonged screen time is not ideal for any individual. As a consequence, we aim to provide a balance of online / text-based learning from Year 1 upwards; our Reception pupils will require little access to a digital device for their learning.

The combination of approaches we will use to teach our pupils remotely:

- Recorded teaching (e.g. Oak Academy lessons, BBC Bitesize, White Rose Maths Home Learning, video/audio recordings made by teachers);
- CGP Study Books & Workbooks, White Rose Maths Workbooks;
- printed paper packs produced by teachers (e.g. worksheets, school-made resources);
- textbooks and reading books;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Pearson Active Learn Platform)

Parwich Primary School will endeavour to source a digital device for every pupil, who is eligible to receive one from the government.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide?

Expectations of Pupils	Expectations of Parents
<ul style="list-style-type: none"> • Make sure you follow the clear routine set up by your parents; • Be polite and respectful to your parents, as they try to support you with your learning; • Always complete your learning to the best of your ability. 	<ul style="list-style-type: none"> • To set up a clear routine, which will support your child's education (including appropriate break times); • To follow the timetable of learning sent out by the teaching staff; • To provide a light, quiet room for your child to work; • To encourage and praise your child throughout their work; • To support your child to access any resources (including online); • To supervise any use of the Internet; • To send in work requested by school for assessment purposes; • To appreciate that this is a new way of teaching and learning; • To report any concerns linked to safeguarding, data protection or pupil well-being to a member of staff.

How will you check whether my child is engaging with their work and how will you assess my child's work and progress?

Regular telephone calls will be made by teaching staff to all families whose child is not in attendance at school. These telephone conversations will include with parents both the well-being and access and engagement in remote learning of their child. At this point, we will need parents to be open and honest about their child's engagement. Any individual issues can be discussed and immediate support provided, where possible.

Teaching staff will also request the submission of key learning tasks to school either via email, or directly to school for assessment purposes. Parents will be contacted, if work is not submitted to seek the reasons why and provide support, if needed. Feedback to work submitted will always be provided.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes/educational games marked automatically via digital platforms (Pearson Activ Learn) are also valid and effective methods.

A weekly photograph sheet will be emailed out to parents and their family to showcase learning that has taken place throughout the week. This was popular during the first lockdown and was found to encourage pupils in their learning, as it celebrated success.

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, as appropriate:

- Individualised resources sent home tailored to the pupil's needs by their dedicated Teaching Assistant;
- Additional support from outside agencies e.g. SSSEN, Speech and Language;
- Additional telephone communication (from dedicated TA) to aid support.

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 is self-isolating, but the majority of their 'bubble' remains in school, we aim to offer access to a similar timetable and learning to the pupils in school. There may be certain aspects of normal classroom lessons that cannot be accessed at home; however, the teacher will ensure as far as possible that the activities cover as much content as possible.