

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.

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

The remote education available immediately following a child being sent home is available on our school website. Links can be found under the 'Learning' tab – these will take you to activities for each year group on the Oak National Academy.

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.

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:

Early Years	1-2 hours
Key Stage 1	Year One – 2-3 hours Year Two – 3-4 hours
Key Stage 2	Average 4 hours per day
Key Stage 3 and 4	Average 5 hours per day

Accessing remote education

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

For **Early Years**, all online remote education will be accessible via the **Tapestry** application.

For **Years One and Two**, all online remote education will be accessible via the **Seesaw** application.

We will be pleased to provide printed hard copies of any materials if requested.

We use ParentMail to communicate to all our families and send information as necessary.

Our school Website also contains useful links for home learning.

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:

Digital Access

Should families have difficulty accessing the home learning due to limited digital access, we can loan laptops/tablets to pupils. We would encourage parents to contact the class teacher via Tapestry or Seesaw in the first instance to discuss their individual circumstances and they will organise for a laptop to be available for collection, if deemed necessary. A loan agreement will need to be completed via ParentMail before a device can be loaned.

Internet Connection

The Government's 'Get help with technology' department currently only provide additional mobile data or 4G routers to children in Year 3 and above. We will update families if this changes.

Printed Materials

Should families require printed materials of the home learning that has been issued by the class teachers, they should contact either the class teacher via Tapestry or Seesaw or telephone/email the school office. (02392 593950/ adminoffice@petersgate-inf.hants.sch.uk)

Submitting Learning

Children can share the learning they have undertaken at home via Tapestry and Seesaw. If they do not have access to these, the class teacher will make contact with the family and arrange for work to be submitted by other means suitable for the family, e.g. taking a photograph and emailing to the school.

How will my child be taught remotely?

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

- Plans are uploaded the ahead of the expected weeks teaching
- Recorded Teaching videos made by the teachers to support the remote learning plans uploaded for families to follow – these are uploaded across the week and are related to the plans.
- Phonics lessons recorded in school at least 4 times per week and shared on Tapestry for Early Years.
- Daily story time videos recorded by all school staff
- Activities created by teachers and uploaded onto Tapestry/Seesaw
- Plans which share commercially available website links which support the teaching of specific subjects or areas, including video clips
- Reading books pupils have at home, e-books and selected text uploaded onto Seesaw weekly
- Recording Teaching made by others e.g. Oak National Academy lessons (secondary to recordings made by teachers)
- Long-term project work and/or internet research activities

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?

- For children attending school part time (less than 3 days), we expect contact with families on Tapestry/Seesaw at least once per week (learning and messages).
- For children not attending school, we expect contact with families on Tapestry/Seesaw **at least twice per week to share learning and communicate with the class teacher.**
- We would ask that parents:
 - Prioritise health and wellbeing of their child (ensuring they are mentally ready to learn)
 - Ensure children have opportunities to take part in regular physical exercise
 - Set clear routines
 - Show children how to do the task they are expected to carry out and ask them questions e.g. *What do you think we need to do next? What can you use to help you? What do you know already?*
 - Allow children thinking time to process questions and instructions
 - Provide opportunities for children to show you what they can do **independently**
 - Allow regular breaks (Blocks of 15-30 minute learning sessions depending on the age and needs of the child)
 - Liaise with class teachers regarding specific strategies depending on the needs of the child
 - Liaise with our SENDCo regarding children with Special Educational Needs or Disabilities.
 - Liaise with our Emotional Literacy Support Assistant/Family Support Leader to discuss children and families with needs relating to health and wellbeing.

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

In this section, please set out briefly:

- Teachers will review Tapestry and Seesaw posts daily – acknowledging, commenting and giving feedback on posts which share children's home learning
- If after repeated failed attempts to make contact with parents whose children are not at school, we will make a telephone call home within 3-4 days. We will follow up with messages via Tapestry/Seesaw and, if the lack of contact exceeds 1 week, the headteacher will send an email via Parent Mail, followed by a telephone call as necessary.

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:

- Acknowledgement – daily – these are regular acknowledgement of posts on Tapestry/Seesaw
- Feedback or comments – daily - this could be a typed or voice recording, providing a comment or direct feedback to individual children providing support on learning and next steps.

Please note: Those teachers who are not in school may be able to provide more in depth and regular feedback than those who are in school and under time constraints whilst they are teaching.

Staff are not required to respond to messages or posts after 6pm.

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:

- Individual Education Plans are shared with parents via Seesaw and Tapestry, supported through dialogue on learning platforms by teacher and SENDCo if required
- Teachers will ensure lessons are inclusive for all pupils can be adapted to take account of the needs of disadvantaged pupils and those children with SEND.
- Provision for remote learning will be subject to the children's age ability and/or SEND
- Pupils with SEND or additional medical needs may require additional sensory breaks.
- Teachers will monitor the academic progress of all pupils, including those with SEND and will discuss additional support or provision with the SENDCo as soon as possible.
- The SENDCo will contact parents if additional support is required.

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 and the majority of children are in school, 'blended learning' will take place.

Blended Learning will mirror that of learning taking place in school and will be a fortnightly plan of activities linked to the learning theme. This will be sent directly to the family and will be tailored to the needs of the child, e.g. key words/phonemes the child is required to learn.

Teachers will make telephone contact with the child who is isolating after 4-5 days of absence.

Learning undertaken should be shared with the teacher via Tapestry/Seesaw, or returned to school at the end of the absence, when the teacher will provide feedback.