



Quethiock C of E Primary School

Providing Remote Education Information for Parents

This document sets out how we will continue to provide education should access to school become restricted during the coronavirus pandemic.

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?

As our pupils are used to accessing Google Classroom for a flipped and blended approach to learning during 'normal' times to further develop their understanding of what is being taught in the classroom, there will be access to a range of assignments across the curriculum immediately. However, this may be different in approach to the learning that we teach remotely over a longer period of time. In the first day or two, children will have (as a minimum):

- *Access to relevant lessons in online textbook for Maths*
- *Free access to reading (KS2) using Fiction Express, with quizzes for comprehension*
- *Free access to RWInc phonics books online*
- *Writing activities in response to a stimulus in genre previously taught*
- *PSHE activities to promote mental well-being*
- *PE activities to promote physical well-being*

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example,

- *Using Oak Academy pre-recorded lessons which are matched to objectives which would have been taught in school.*
- *Using pre-recorded Read Write Inc phonics lessons for pupils in EYFS and KS1*
- *Making use of Fiction Express reading materials and enhancing with deeper understanding questions*
- *Making use of PE challenges and online resources to encourage daily activity whilst acknowledging that it is unlikely that all families will have access to a full range of PE equipment*

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, where completed in full and to the child's best ability, remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Up to 3 hours a day
Key Stage 1	3 hours a day, on average,
Key Stage 2	Up to 5 hours a day, on average

Here is an example of a suggested time table. Each class publishes a weekly timetable within their Google Classroom so that pupils and parents can plan their daily learning in more detail.

Time	Action
8:05	All assignments should be scheduled to go live at 805
8:30 - 9:00	Whole class live Google Meets (staggered to aid access in multiple child households) Go through the daily activities and expectations. Reflect on the previous day of learning and revisit concepts.
8:20-3:15	Children complete assignments by 3:15 to provide the teacher adequate time for marking. Staff and children should be taking regular brain breaks and a lunch break to ensure they are not sat at the screen all day. Teachers are welcome to meet their class live to cover concepts throughout the day.
2:45-3:15	Whole class live Google Meets (staggered to aid access in multiple child households) Teacher to meet live with the whole class again. Reflect on the day and share a story.
3:30-5:30	Teachers will mark assignments and aim to have them returned by 5:30 for the children to action on feedback. All assignments need to be checked by the teacher before returning.

Accessing remote education

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

In the EYFS, parents and staff can share learning observations and comments through Tapestry. Pupils in Reception are also given access to the Google Classroom platform so that they can join live sessions with their class teacher.

Our remote learning offer is through Google Classroom, which can be accessed from a wide range of devices including games consoles. This is where each child can access

daily assignments across the curriculum and are able to gain feedback from teachers. These assignments may link to other digital platforms that we use, including:

- *Times Table Rockstars and Numbots*
- *Fiction Express*
- *Accelerated Reader*
- *Spellzone*
- *My Rising Stars*
- *Oak Academy*
- *Read Write Inc Phonics Portal*

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:

- *Loaning out devices to families without a laptop or similar device*
- *Loaning out devices to families where pupils are having to share one device between a number of children*
- *Signposting parents to schemes where they may be able to access additional data*
- *Inviting pupils who continue to have barriers to accessing learning into school as vulnerable pupils*

We have taken the decision not to provide printed materials at this time as all of the learning can be set and handed in on Google Classrooms. This allows for teachers to mark schoolwork daily and return it in time for the next day. However, we do have some additional, practice sheets available in our reception area where you will also find paper, books and other writing materials. Please help yourself.

How will my child be taught remotely?

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

- *Live daily start and end sessions (minimum of 2 per day) to facilitate feedback and attendance check -ins*
- *Additional Live teaching sessions for intervention or to promote engagement with difficult concepts*
- *Recorded teaching (Oak Academy Lessons and video recordings made by Trust staff)*
- *Daily assignments set via Google Meet (KS1 and KS2), emailed to parents (EYFS) with some use made of a range of learning platforms as listed above*

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 monitor pupils' engagement with remote education daily and expect pupils to attend live sessions and complete the majority of set tasks each day to be viewed as having high engagement. Tasks are set which the majority of pupils should be able to complete with low levels of support from home, as many of them include recorded lessons as input. Some children may need help in using the technology (particularly at the start of a period

of remote learning) and younger pupils will benefit from an adult showing an interest in what they are doing and providing encouragement in addition to that provided by school staff.

Parents have been sent a 'Parent Guide to Home Learning' to explain how they might best support their child during a period of remote learning. Suggested timetables are posted in the Google Classrooms to enable parents to set routines with their children and plan their time effectively.

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

Staff complete an engagement audit on a daily basis to ensure that pupils have been able to access their learning and have submitted the full range of subjects and assignments set. This data is shared with the Trust, so that patterns can be identified in order to further improve learning opportunities for the children.

Teaching staff will contact families by email in the first instance where engagement is not at the expected 'High Engagement' level to explore the reasons for this and offer support. A telephone call will take place after two consecutive days of low or no engagement.

The Head of School will follow up any ongoing concerns by telephoning the family to deal with any barriers, inviting the child in to school as a vulnerable pupil where appropriate to ensure that disruption to their education is minimised.

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:

- *Daily whole-class feedback will take place at the live end of day session*
- *Quizzes and digital platform feedback (eg TTR or Fiction Express) will provide immediate feedback*
- *Brief comments and score will be promptly returned to pupils on assignments which are submitted before the deadline*
- *Closer, in-depth feedback will be returned to pupils on larger pieces of work, such as core subject assignments (writing, reading, maths)*

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:

Individual teachers will talk to you about your child's particular needs. They may set separate learning on classroom dojo, or invite your child to participate in live meets with their teacher and other children. All teachers are supported by our Special Needs Co-ordinator, Mrs L Rossiter-Thomas and she is here for you, too. Please do not hesitate to contact school if you are concerned, worried or would like further 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?

All learning taught in class will be uploaded onto Google Classroom with clear instructions and relevant support materials. Please contact your class teacher who can support you with access. Please also let us know if you require resources and devices for use at home.