

Remote Education: Information for Parents

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

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 event of the school being closed to all children the school will make available remote learning packs which will mirror the school curriculum. This can be accessed via Microsoft TEAMS.

Within the first 48 hours the school will also make work packs [mirroring the work completed in school and via TEAMS] available to those with limited technology.

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?

It is our firm purpose to ensure that, as closely as possible, the work set on the online platform mirrors that being taught in school.

To ensure that there is parity parents can expect;

1. A daily timetable for your child to follow. Teachers will assist parents with drawing up a timetable or daily routine which children should follow whilst at home.
2. A daily structure of lessons [Literacy, Numeracy, Foundation subject areas] that resembles a regular day.
3. A level of content which represents 3 hours of learning per day, every day.
4. All work should show a degree of challenge of differentiation which caters for children of all ability levels to make sure that needs are being set.
5. The delivery of between 2 and 5 weekly 20 – 40 minute sessions, delivered by the year group bubble teachers, which will focus on academic learning and personal development.

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:

Number of hours	3 Hours per day of work will be set by the teachers in line with DFE expectations.
Breakdown of hours	The day should broadly be spent doing – 1 hour of English [including Reading and Writing/Mark-making opportunities] 1 hour of Mathematics

	1 hour of another activity or assignment which could include Art+Design, Science, PE, RE, Music, Geography, History or anything else (eg gardening) that is appropriate.
--	--

Accessing remote education

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

The platform used for remote learning at Newhall Primary Academy is TEAMS. Tapestry will continue to serve as a means of communicating development and engagement within the EYFS.

Each child has a login to TEAMS and to all other apps and platforms eg Charanga for music. Once logged in the work which has been set can be downloaded, completed and uploaded by the children. The school will ensure that parents are provided with guidance in accessing remote learning platforms and will ensure that parental refresher sessions are provided periodically.

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 although during the lockdown we were aware that this did not cause an issue for most of our families. We take the following approaches to support those pupils to access remote education:

Solutions we can provide to assist online learning;

- Printing off of work packs for children who cannot immediately access a learning platform online or do not have the device to do so.
- The delivery of home learning devices [laptops] where families do not have a device or have multiple children who are using a single device.
- Where a family has no access at all to the Internet the school, on a case by case basis, will look to assist with the purchase of a device to support as appropriate.
- Parents will be contacted to request the completion of a loan agreement and be offered a device for collection or delivery.

How will my child be taught remotely?

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

As part of our home learning [remote] approach parents can expect;

- Live teaching (online lessons) via TEAMS
- Recorded teaching through the Oak National Academy lessons, White Rose Maths, Mathseeds, video/audio pre-recordings made by teachers for PE/Dance lessons and to explain or elaborate on topics.
- Printed paper packs produced by teachers.
- Access to commercial learning websites via the 'Online learning link' on the school website.
- Use of Assignments and Grades feature in TEAMS to assign tasks, work, or quizzes to pupils

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?

The school expectation is that as far as possible:

- children attend all live lessons. As part of our safeguarding and welfare checks it is a vital requirement that we physically see the children at least once a week.
- children are appropriately dressed and not in pyjamas when they are engaging with schoolwork, including attending live sessions with teachers.
- the home routine resembles the school routine and would encourage parents to set aside specific times for lessons to start and for the day to end.
- parents and children plan together what they will do during the day. At Newhall we fully accept that the routine the children have at school cannot be replicated exactly and as such we will provide some guidance to parents in terms of setting daily routines to aid remote learning.
- the children are engaging with TEAMS every day so that the teaching staff are able to monitor the volume and quality of work they are completing and provide them with feedback.

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

Using Microsoft TEAMS allows us to download a register of the times and dates that children are logging on, their participation during the session and the uploading of completed work. This helps to build to a full picture for their level of engagement.

Children's attendance at live lessons is monitored and if two lessons are missed or the general level of engagement with tasks is consistent we may call home to see how we can best support you to enhance this.

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:

For children who are using the TEAMS platform, the teaching staff will question the level of understanding and offer support and guidance (verbal feedback) with completion of tasks.

This will replicate in part the same experience the child is used to when children are working in school.

Completed work which has been sent to the teacher will offer praise, acknowledge understanding and effort as well as extend or challenge where appropriate, to support depth of knowledge.

We will also continue to assess the children's progress and attainment on a half termly basis using our in school system O-Track, this will be based around the work that is being submitted and this data will be used to inform any catch up strategies necessary when the children return.

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:

All children with an EHCP or a high degree of need will be offered a place in school in line with appropriate support. For work that is set on TEAMS there will be appropriate differentiation and challenge for children of all ability levels as would be expected of a general classroom lesson.

The SENCo will meet via TEAMS with children who have been identified as having special education needs to work on tasks which meet the targets set in one plan meetings.

Parents are contacted via telephone or through TEAMS live sessions and can discuss next steps or concerns

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, 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?

In the case that a child is having to self-isolate for extensive periods of time the school would broadly employ the strategies above whilst drawing up a separate plan that can be reviewed regularly, ensuring quality content for 3 hours per day that would receive feedback from the appropriate member of staff.

We would expect the child to check in with their class teacher and at least one other member of staff once per week.

Further Information

<https://newhallacademy.org/home-learning/>

This will be regularly updated to ensure new links are added and that all links are active and relevant to year group curriculum coverage for the term/year.