

## **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 if 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.

### **Accessing remote education**

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

Work can be found on Google Classrooms. School has sent all parents instructions how to access the school pages and information on how their child should login and what to expect to see once they have logged on.

#### **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, history and geography topics may need to change or adapted to suit home learning. We appreciate for some science topics you would need a wide range of resources in order to teach at home, therefore we may change the planned order of what is taught in school or remotely.

### **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 pupils	<p><u>YR – Y2</u> 3 hours daily. This may not all be pencil and paper type activities, but will include reading, being active as well as art, DT etc.</p> <p><u>Y3-Y6</u> 3 to 4 hours daily. Again this may not necessarily be all 'formal' learning.</p>
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### **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:

- We are currently working hard to liaise with the DfE to get the schools allocation of laptops. Once we have these they will be assigned on a priority basis. In September all families were asked to complete a simple questionnaire about Wi-Fi access, devices at home etc. School are using this information and will then issue laptops to children in KS2 or to families with more than one child in school first.
- School are also supporting families to access Oak academy work through mobile phones (dependent on data and mobile network), Xbox and play station. School are then providing paper for children to record answers.
- Where appropriate school will be using BBC programs, such as 'Horrible Histories' to support learning.
- If all else fails school can provide work books, paper, pencils etc. Please contact the office [office@summerfields.iow.sch.uk](mailto:office@summerfields.iow.sch.uk)

### **How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- Worksheets and tasks for children to complete on either Google documents or on the class stream.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Lessons will be a mixture of some new learning but the main focus will be on consolidating previous learning from last term or previous year groups.
- long-term project work and/or internet research activities (as per the schools

## **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?**

- Children are expected to log on every day and attempt the work set. The teacher will comment on work and where necessary mark individual children's work to support their learning e.g. spelling, grammar. If children are finding work difficult to access or do not understand there is a facility to let the teachers know. Teachers will be in regular contact with children and families to offer support on learning where necessary
- We understand that families may have various demands on laptops, computers etc. at home therefore we are not setting lessons that have to be accessed at specific times. Teachers will post work between 8:00 and 8:30 in the morning and will mark that work up to and including the following day. Families can then access the learning when it suits them.
- Younger children may need more support in accessing and reading work set. Teachers are trying to plan a balance of formal work, which may need support and independent tasks.
- If working without computers, laptops etc. please keep in touch by email with the school office. Teachers will then contact you as soon as possible – please remember they are classroom based so this may not be straight away or even the same day.

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

- Teachers are able to see who has logged into Google classrooms and how long they have been accessing the work.
- If teachers feel the children are not accessing the work or completing enough tasks they will phone parents weekly, to check there are no technical issues or see if parents need help in supporting the learning.

## **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. Our approach to feeding back on pupil work is as follows:

- whole-class feedback or quizzes marked automatically via digital platforms
- individual responses to children when they have found things difficult or need further explanation
- extra support when children themselves ask for help

## **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:

- Mrs Luke the school SENCO will be contacting parents regularly to see if they need extra support.
- Children with EHCPs who are in school will have support working towards their individual targets. Children working from home will have extra support from Mrs Luke
- Children on the SEN register will have appropriately differentiated work

## **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 at the same time as the rest of the class are on lock down or not in school due to whole class isolation then work will be set based on all of the above
- If a child is the only class member self-isolating the work set will be based on a combination of the daily Oak academy lessons, Epic Reading, BBC bite size and other work appropriate to the child's age and stage.