Poulton-le-Sands CE Primary

Remote Education

Information for Parents

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?

For the first day or two of remote education your child should log on to Google Classrooms/ Tapestry as they would for homework. There is work set for them that provides consolidation in English and maths knowledge e.g. spelling, grammar, calculation. They can also access Bug Club reading and Timestable Rockstars as they would normally.

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, P.E. where we may set challenges and music where instrument use is not possible we may focus on listening and appraising.

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:

Key Stage 1	3 hours This may not all be screen based.
Key Stage 2	4 hours This may not all be screen based.

Accessing remote education

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

Reception will use Tapestry and Bug Club

Years 1-6 will use Google Classrooms and may also use Purple Mash. Timestable Rockstars and Bug Club.

They have been using our main platforms for homework when school was fully open. The usernames and passwords have been sent home with your child.

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:

If you do not have a device to use notify school and we can lend you a laptop. You must sign an agreement stating the acceptable use and that you will return it when it is no longer needed.

If you cannot access the internet, notify school and we can assist with increased data or a dongle to enable internet access.

While these are being set up we can deliver packs of work to your home following social distancing. We expect this work to be completed and for you to return it to school. Simply ring school during a school day to tell us you are coming. The work can then be marked and feedback given to your child.

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:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- worksheets, quizzes, comprehensions that can be completed online and submitted.

- Opportunities for free writing that can be completed online and submitted.

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Bug Club, Timestable Rockstars, Purple Mash.

- 1-1 support through daily Zoom availability

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?

In this section, please set out briefly:

- We expect every child to log onto the platforms and attempt the work. We expect all families to support this. We have no set 'timetable' as we understand that if a device is shared between siblings greater organisation is needed. This is one reason why not all work is screen based.

- We expect children to be ready to work by 9am as a normal school day. We expect families to establish a daily routine that works for them that promotes, supports and enables engagement with remote learning.

- We understand that work may not be able to be completed within the school day. We will provide a weekly overview to enable families to plan according to their personal routine so that work is completed over the week.

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

We can see who is engaging with remote learning and when. This helps us recognise family routines. Where we do not receive any work from a child either when they would normally or not at all for 3 days we will telephone and ask why. This is with the intention of providing support with whatever has prevented them working. If you know you will be unlikely to complete work for a few days e.g. illness please let us know.

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:

Children will receive feedback on their work and where appropriate, next steps as they would usually. They will not receive detailed feedback for every piece of work as they would not if in class. The child can respond and make corrections and then resubmit the work as part of a conversation to enhance individual progress.

We will use a simple 'scoring' system to help us keep track of the level and quality of engagement. These are NOT available to other children.
0= no work submitted
50=work returned but not additional comment from the child
100= work submitted with extra comment and engagement from the child.

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:

Mrs Higgs, SENDCo is available in Tuesday and Wednesday to assist with any concerns or issues that SEND children and their families experience.

- The work will be matched to the child's ability/ needs.

- Individual targets identified in their IPP will still be catered for.

- It may be that SEND children receive less work in terms of hours but experience higher quality learning for a shorter time.

- Very young children will have limited online work and will mostly be encouraged to continue their learning through play via activities suggested by teachers and photographs submitted on Tapestry.

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?

While your child is self-isolating the maths and English content will be the same as the class in school. They will also receive a 'flavour' of the week's learning through videos, recorded teacher input and activities. This will ensure that they do not miss key curriculum content while they are isolating.