



# Remote Learning Report

2021-22

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## **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?**

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

*We allow 48 hours to ensure work is accessible via Teams or Tapestry for Lockdown or 24hrs for individual Bubble closures. If your child is isolating in other times – e.g. not during National Lockdown – assignments will be created by the class teacher that are as closely matched to the class teaching as possible for the following day. It may however need to be adapted for isolating students.*

### **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school. The assignments that are set via Teams are the same assignments completed at school. Children at school are supported, as required, by members of staff.
- Within FS2, activities and work is set over Tapestry. This is since we already use Tapestry in FS2 successfully as a platform to share work and observations with parents/carers. However, Morning meetings are via Microsoft Teams.

## 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:

FS2	3 hours per day
Key Stage 1	3 hours per day (as per Government expectations)
Key Stage 2	4 hours per day (as per Government expectations)

## Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

All assignments and meetings for the children are set through Microsoft Teams. To access this, your child will have unique email and password.

For children in FS2, any work completed at home can be photographed/uploaded directly onto Tapestry.

### 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:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information

We have a limited number of devices that can be lent out to pupils and are allocated as required. Priority is given to children with an EHCP, are vulnerable or Pupil Premium.

Parents can contact the school to ask about laptops or may be offered devices by members of staff in order to help support pupils work at home. All the devices must be signed for and there is an expectation that they are kept in good working order, being returned to school at the end of the period of time agreed.

- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

Set up of devices may require additional steps taken by the parents for use at home. However, these are clearly explained prior to use and parents are able to contact the school office, or the remote learning lead, for more support and information if required e.g. connecting to a home network etc. We also have the option to provide SIM cards which provide 90 days of unlimited data to allow those children who do not have internet access the opportunity to learn on a remote online platform. These are in lieu of dongles as rather than limiting access to a single device, allows a phone or tablet to act as a 'personal hotspot' to which multiple devices can connect simultaneously.

- how pupils can access any printed materials needed if they do not have online access

School will not expect you to need to print any paper worksheets to complete assignments. Some pupils, who do not have online access, will have home packs delivered to their houses as necessary.

- how pupils can submit work to their teachers if they do not have online access

If your child receives a home pack, they will contain answer sheets (where applicable) for pupils and families to check through answers. These packs can be returned to school but pupils receiving home packs will be called twice a week by a member of staff, who can discuss any issues or questions arising.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Real time teaching and morning meetings with the children.
- Recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home plus any subscriptions to online resources such as Oxford Owls
- phonic online resources e.g. PhonicsPlay (is free during lockdown), FS2 have sent all children their password and login details for Education City
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Any live recorded lessons are streamed via Youtube and Vimeo
- In FS2, any short videos will be added to Tapestry.

## 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:

- expectations for pupils' engagement with remote education

We ask that pupils attend daily morning meetings with class teachers. That they aim to complete the work provided and submit it by the end of the day. We ask that pupils aim to spend up to an hour on each task and present their work neatly and clearly on a format of their choice. We expect the children to give thought and consideration to the work, just as in the classroom and take pride in their home learning tasks. Children are to engage in any face to face phone calls from members of staff and use the chat function on Teams to ask any questions or seek clarification about assignments. However, we also recognise that there are many pressures and strains on families at this time and encourage pupils to speak out when things are difficult.

- expectations of parental support, for example, setting routines to support your child's education

We expect parents to provide a safe and quiet place for their children to work and as far as possible, create a working environment to enable the children to complete tasks. We ask parents to support their children with work and emphasise the importance of continuing to learn. We understand that each family will have to develop their own routine for completing work and encourage parents to keep school informed of any problems or difficulties so that school can help as much as they can. An adult must be in the room during morning meetings. We provide a suggested timetable for remote learners to offer a similar structure and routine to that of a typical school day, but which allows flexibility for parents, carers and families where needed.

## 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:

- how, and how often, you will check pupils' engagement with remote education

Every assignment handed in through Teams is looked at by teaching staff. Responses will be given where necessary. Where necessary or appropriate, individual responses will be given via written feedback through the assignment, via chat or recorded voice notes. Wherever possible, general misunderstandings will be addressed each morning and we will continue to use verbal feedback as an effective tool to monitor and ensure pupil progress. The regularity of assignment hand ins are monitored by staff.

- what action you take where engagement is a concern, including how you will inform parents and carers

We encourage parents and children to seek support if there are difficulties with home learning but in some circumstances, staff may call families if a consistent lack of engagement is seen.

## 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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work

Teachers will continue to assess the daily work handed in and respond to common problems in the daily meetings. Some individuals may receive further, more specific, feedback, if required. Some quizzes may be set via an assignment and lessons may begin with warm ups to recap and assess previous learning. In FS2, teachers and TAs are available via Tapestry during school hours to respond to both queries from parents/carers and to children's work in the form of feedback. Tapestry has a 'like' button for observations and all have to be added to the children's learning journey.

- how often pupils will receive feedback on their work

Every assignment handed in is looked at by staff and will, as a minimum, receive acknowledgement of this. There may be times when further, more specific feedback is required to individuals or a handful of pupils. In FS2 revisions have been made to reading provision e.g. providing virtual word lists, sounds booklets and reading books and the use of virtual reading hashtags.

## **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:

how you work with families to deliver remote education for pupils with SEND

- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

All children on the SEND register are contacted 2 x weekly by a TA through Teams face to face chat.

The children with EHCPs are rang daily to go through their work (which is differentiated where necessary). SENCO/Head or learning mentor contact Parents/Carers weekly to discuss how remote learning is going.

Work is set on Teams and there is the daily morning meeting followed by a real time teach (phonics for KS1 children/guided reading or SPAG KS2), there are 2 assemblies per week and story time for KS1.

Children who need differentiated work or have difficulty using technology are sent paper packs of work each week. This is then sent back, collected or Parents/Carers take photos and send to staff.

Parents/Carers can contact staff at any point in the day with concerns or questions about the work.

Children, when able, are also encouraged to contact their TA or teacher.

Children in Year1 and 2, who have been identified as needing extra phonic support, will access a real time phonic lesson led by a TA 2 x weekly.

Children in the school who have been identified with social and emotional difficulties are able to access a realtime session run by the Learning Mentor on emotional wellbeing.

In FS2 children have a daily 30 minute real time input for topic/literacy and pre recorded maths sessions.

All areas of the EYFS curriculum are covered in the weeks assignments and children are encouraged to complete a challenge a week.

FS2 have been using Tapestry for some time to chat with Parents/Carers, assess children, view work and give feedback.

Teachers and TAs are available during the day to chat to parents and children.

SEND/Vulnerable children in FS2, who are not in school, are contacted 2x weekly and if no contact can be made, parents are emailed and SENCO will ring and home visit if necessary. Due to the nature of assignments differentiated work is not necessary.

A phonic realtime session will be run 2 x weekly by a TA.

All EHCP children are accessing some form of school provision currently

## **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?**

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Currently, as the work set through assignments is the same as the work completed in school, we would hope that if the child is well enough, they can engage with the assignments set through Teams. If your child is isolating in other times – eg. not National Lockdown – assignments will be created by the class teacher that are as closely matched to the class teaching as possible. It may however need to be adapted for isolating students.