

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the case of whole cohort isolation, resources will be uploaded to Class Dojo on the first day and priority children will have packs delivered and/or a laptop on loan from school. Links will be given to White Rose Maths and online resources such as Oak Academy will be signposted.

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, PE activities to engage and promote healthy lifestyles will be suggested for families to try depending on their circumstances, rather than teaching gymnastics 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	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children. Key Stage 2: 4 hours a day
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Accessing remote education

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

Microsoft Teams and Class Dojo are the main digital platforms used for remote learning delivery. Microsoft Teams is also used for assessment and feedback. White Rose Maths resources are currently used for the Maths curriculum across school. Children are very used using these resources on a daily basis and will continue to do so remotely. TT Rockstars and Numberbots will also be used to support the retention of number skills. Oak Academy lessons will be used as appropriate.

Children have their own Microsoft Teams log in where the assignment function is used by the Class teacher to link all the work in one place. The submit function is used for the children to send work in, with the teacher giving feedback as appropriate.

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:

- Families can contact the Headteacher, Mrs Howell, by calling school on 01773 852204 or message through Class Dojo to request support with devices or routers. Our recent remote learning survey allowed school to have an overview of families that would need to borrow devices or routers in the event of a 'bubble' needing to close. Support can be targeted quickly and efficiently. Parents are asked to let school know if their circumstances change.
- We will support families in being able to access work online but if they do not have online access we will provide work packs and printed resources. These resources can be collected from school or will be delivered to their home if the family need to isolate.
- Pupils can submit work to their teachers if they do not have online access by delivering the work back to school.

How will my child be taught remotely?

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

- recorded teaching (video/audio recordings made by the teachers) is used daily for Maths, English, Phonics and Topic lessons across all ages. White Rose video lessons are used to support Maths teaching. Oak National Academy lessons are used as appropriate. We have chosen to record lessons for the children to use at any time during the day, rather than rely on 'live' lessons, as we know many families are sharing devices. We want the content to be accessible for all whenever it is required.
- live teaching (online lessons) will be used in carefully timetabled slots for small activities.
- Class One continue to have 'Welly Wednesday' activities promoting outdoor learning and exploration.
- Packs of paper, exercise books, pencils and other items are available for collection (or delivery if a family is isolating) to support remote learning.
- PE activities are timetabled with ideas for families to do at home to stay active and have time away from screens. Some of these activities are provided by Amber Valley School Sports Partnership and some from our sports coaches at Next Level Sports.
- Daily tasks include: reading, spelling/phonics activities and times tables/ number bonds.
- Children are encouraged to read their own reading books each day as part of their daily checklist. Parents are able to organise collection of a pack of banded reading books as and when required.
- TT Rockstars and Numberbots are used to support the retention of number skills and are part of the daily checklist.

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?

Ambergate Primary School Remote Learning Policy Addendum

Pupil and Parent Code of Conduct

Pupils are responsible for:

- Ensuring that schoolwork set is completed to the best of their ability.
- Completing learning tasks on time.
- Submitting their work to the electronic portfolio.
- Reporting any defects on school-owned equipment used for remote learning as soon as possible.
- Reporting any technical issues as soon as possible.
- Taking time to familiarise themselves with the software school is using for remote education.
- Using the necessary equipment and computer programs as intended.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Maintaining the standard of behaviour expected in school.
- Using appropriate language – this includes others in their household.
- Always remaining aware that they are visible.
- Not recording, storing, or distributing video material without permission.

Parents are responsible for:

- Ensuring their child is available to learn remotely.
- Supporting their child in accessing, completing and submitting remote learning tasks.
- Supporting their child to ensure learning tasks are completed on time.
- Ensuring that schoolwork set is completed to the best of their child's ability.
- Informing the school no later than 8:30am if their child is unwell.
- Reporting any defects on school-owned equipment used for remote learning as soon as possible.
- Reporting any technical issues as soon as possible.
- Understanding that, whilst school will provide support where capacity is available, IT technicians are not responsible for providing technical support for equipment that is not owned by the school.
- Taking time to familiarise themselves with the software school is using for remote education.
- Ensuring their child has a stable connection to avoid disruption to lessons, working with the school to resolve any issues.
- Reinforcing the importance of children staying safe online.
- Being aware of what their child/ren is/are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Setting age-appropriate parental controls on devices and internet filters to block malicious websites.
- Using school directed useful resources to help them keep their children safe online.
- Pupils will not let their family members or friends use any school-owned equipment which contains personal data.

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

- Pupils' engagement with remote education will be checked on a daily basis by checking the work viewed and submitted through Microsoft Teams or photographs that have been uploaded to Class Dojo.
- If there is a concern about engagement, Class teachers will ring the parent to discuss any barriers to learning that can be supported by school. Support will be offered to the parent and child over the phone or over Teams. A check in phone call will be booked to ensure the concern has been resolved.

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:

- Feedback is given to individual children on work submitted on Microsoft Teams at the end of the day.
- Pupils will receive feedback on at least one piece of work daily through Microsoft Teams. Pupils are taught how to view their feedback.
- Whole class feedback is given via recorded video at the beginning of the next lesson.

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:

Remote Education for pupils with SEND

- School will work closely with families to ensure lessons and activities are well matched to the children's needs. This includes planning time with SSSEN.
- Support from SSSEN will continue via Microsoft Teams for 'live' teaching directly with the child.
- Short interactive 'live' lesson with Teaching Assistant daily.
- Other agency support will continue via Microsoft Teams wherever possible.
- Regular 'check in' phone calls to support families.

Younger children in Reception and Year 1

- 'Welly Wednesday' activities promoting outdoor learning and exploration.
- Short burst recorded teaching with activities away from screen.
- Practical activities can be submitted/ shared via photos on Class Dojo.

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?

- The lessons, resources and links for the day will be uploaded onto Class Dojo.
- The lessons and activities will match the lessons and activities in class as much as possible ensuring meaningful and ambitious work in a number of different subjects.
- Class Teacher will direct message the parent via Class Dojo to give supporting advice.
- Class Teacher will check in at the end of the school day to review progress and give feedback.
- Class Teacher will phone the family to check in if the child does not engage or experiences difficulties.
- Class Teacher will phone the family at least once a week.