

South Avenue Primary School

Remote Learning Expectations for Parents and Children



Dated: 07 January 2021

Review Date: Ongoing

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?

Depending on the time of closure of a bubble/whole school will depend on whether work is uploaded the same or the following day.

- Work for Maths and English will be uploaded to Seesaw for children in Year 1-6.
- All children have log-ins for 'myON' and therefore have access to a host of books online to continue with their reading.
- Children In Years 3-6 have PIXL log-ins for PIXL Timetables and PIXL Vocabulary to support their learning.
- Children in Year R have log-ins to Tapestry. Work will be uploaded here for the children to complete.
- Children in Years 4-6 have log-ins for Mathletics to support their learning.

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, Art and practical experiments for Science.

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 a minimum of 3 hours per day on average for Key Stage 1 and 4 hours per day on average for Key Stage 2.

Children in Year R learn a great deal through purposeful play. Therefore, much of their learning should be done in this way.

Accessing remote education

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

- Work for Years 1-6 will be uploaded to Seesaw for completion and submission back to their teachers. This is used as the main communication channel between children, parents and class teachers
- Work for year R will be uploaded via Tapestry.
- Reading will be supported via myON.
- Maths will be supported via White Rose.
- Timetables can be supported by the PIXL App.
- Vocabulary can be supported by the PIXL App.
- All 'live' interactions will be run via Microsoft Teams or Zoom.

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:

- The school has a small number of devices that it can lend families where no devices are available. Class teachers will discuss this within the first week of remote learning with families and allocate as appropriate. If circumstances change then families can contact class teachers to discuss support.
- The school has a small number of routers/dongles which can be lent to families to support internet connectivity. To find out more information families can contact class teachers.
- The school offers a paper pack for any pupil who does not have online access. Families should collect these weekly.
- Packs must be dropped off weekly upon collection of the following weeks pack for marking, or in extreme circumstances the school will drop and collect packs to family homes. A member of school staff will contact pupils with paper packs weekly, either by phone or virtually, to go through any misconceptions that may have arisen in the work completed and to support as required.

How will my child be taught remotely?

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

- Seesaw for Years 1-6 to access their learning and respond to children's work.
- Tapestry for Year R to access their learning and respond to children's work.
- Year R will record short burst videos of learning and upload to Tapestry.
- Live interactions via Microsoft Teams or Zoom for Years 1 – 6.
- Recorded teaching (video/audio recordings made by teachers).
- Printed paper packs produced by teachers of the slides and worksheets uploaded to Seesaw.
- Reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Staff will upload videos of stories being read for the children at least once a week.

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?

- We expect that all children engage in the work set by the school Monday to Friday for a minimum of 3 hours per day on average.
- We expect that all children seek help from their class teacher if needed.
- We expect that parents/carers make the school aware if their child is sick or otherwise unable to complete their work.
- We expect that parents/carers seek help from the school if they need it.
- We expect that parents/carers supervise their children during 'live' interactions and support them to follow agreed guidelines.
- We expect that parents/carers set realistic/timely routines guided by the timetables provided by class teachers.
- A weekly 'assembly' for each year group will be provided. This will be a chance for everyone to see each other and for staff to share good news.

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

- We will check Seesaw throughout the day Monday – Friday between the hours of 9am and 4pm to see whether children are engaging in their learning.
- We will take a register of children who attend 'live' interactions for each session.
- We will have a register of all children who require paper packs and sign these in and out.
- Where there is a concern with a child's engagement in their learning, initially a phone call will be made to parents/carers. If this is not answered an e-mail will be sent to the parents requesting a phone conversation at an appointed time.
- Please note that when staff are phoning the call may come through as an 'unknown' number.

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:

- Assessment and feedback will take a number of forms:
 - Acknowledging a child's work on Seesaw/Tapestry within 24 hours of upload.
 - A written comment on Seesaw/Tapestry at least weekly.
 - Marking of paper packs with verbal feedback weekly via phone calls.
 - 'Live' interactions will enable immediate verbal feedback.
 - Regular contact to address misconceptions (this could be via a phone call or Microsoft Teams).
 - Years 3&4 will be using Curriculour to support the children's progress in Maths.

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:

- Differentiated learning will be offered for pupils with SEND.
- Paper packs will be produced on coloured paper for those diagnosed with Irlen Syndrome.
- Phonics videos to be uploaded to support parents.
- Year R will record short bursts of learning and upload to 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?

Work will be provided as follows:

- Uploads to Seesaw or Tapestry.
- Paper Packs for those who cannot access work digitally.
- Opportunities will be given for individual children to virtually join their class where possible.
- Access to myON to support reading.

What is a 'live' interaction?

'Live' interactions may take the form of:

- Drop in sessions for children to 'catch up' with their teacher
- Assemblies
- Small support groups to assist with learning
- Reading sessions
- Teaching
- 1:1 support with children