Remote education provision: information for parents

Swinderby All Saints Primary School

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?

If the school has to switch to Remote Education quickly work packs will be sent home. Online learning will start as soon as possible.

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, some lessons may have to be delivered differently e.g. English writing

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 One - 3 hours a day (Y1 to Y2 Inc.) Key Stage 2 - 4 hours a day (Y3 to Y6 Inc.)
Secondary school-aged pupils not working towards formal qualifications this year	N/A
Secondary school-aged pupils working towards formal qualifications this year	N/A

Accessing remote education

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

The learning will take place via Microsoft Teams. The check in's and live lessons will take place via this platform. Work and adult feedback will also be managed through Teams.

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 number of Chrome books/laptops that will be loaned to children to use.

Parents are encouraged to contact school if they are struggling to access online learning due a lack of devices. Also, if a teacher notices that children have not been online they will contact a parent straight away and notify the Head Teacher if the family need support with devices.

An offer to increase mobile data allowance is made to parents. Families can ask us to apply for them to allow them to have increased mobile data allowances for children and young people to support access to remote learning platforms like Teams. This application will be made by school via the following link: https://get-help-with-tech.education.gov.uk/internet-access

If a parent is struggling they need to contact the school as soon as possible on:

enquiries@swinderby.lincs.sch.uk

How will my child be taught remotely?

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

- Daily register taking and check in's (this will give the teacher opportunity to go through the learning expected for the day)
- Daily live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose maths resources, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home. Reading books will be changed weekly and will be left outside school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. White Rose Maths, Oxford Owl etc.
- long-term project work and/or internet research activities (these will be limited)

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?

- Parents know that there is an expectation for children to engage with the learning including the 'live' lessons
- Pupils are expected to return the work set
- Clear expectations have been made to parents about learning at home
- Parents have been sent the following:

Providing your child is well there will be an expectation that your child engages with the live lessons and daily check ins. They will also be expected to do the work set by teachers as far as possible. Please note that this is an expectation that the Department of education have set for schools. When your child is online please make sure that they are in a communal space and have an adult nearby if at all possible.

If there are difficulties staff will contact, you to support you. However, it is also a way where we can try to help your child feel connected with their class and support their mental wellbeing.

Please could you;

Create a positive environment for your child to learn at home, for example:

- **Distinguish between weekdays and weekends, to separate school life and home life**
- **Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over**
- **Create and stick to a routine, as this is what your child is used to at school**. *For example, eat breakfast at the same time each morning and make sure they're dressed before starting the 'school' day*
- **Stick a timetable up on the wall** *so everyone knows what they should be doing when, and tick activities off throughout the day*
- **Make time for exercise and breaks** *throughout the day to keep your child active*

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

- Class Teachers/Teaching assistants/ The Head Teacher will contact parents daily if children not in school do not go online with 'live' check ins or if work is not completed
- If non engagement continues despite support with devices etc. then the child be invited into school to continue with their education
- If a child still fails to complete the work or come to school, the school's Attendance policy will be enacted

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:

- Teachers and Teaching Assistants will comment on the work children returned and offer suggestions for improvements. Points may be awarded or comments made for good work
- Sometimes quizzes will be used to ascertain knowledge learnt
- Where a child has struggled with the work set then a phone call will be made that day to see if any help is needed and support will be offered

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:

- The school will encourage children with EHP's to attend even if on an agreed part time basis
- The school will allow flexibility in this to meet the differing needs of the pupils
- Most pupils with SEN will be in school
- The Teaching Assistant who delivers SEN support will continue to do so: either remotely or face to face
- The SENCO will liaise with families if remote learning is proving difficult

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 an individual need to isolate when the majority of the peer group are in school, there will NOT be live online teaching.

Work will still be set via Teams and checked. Staff members from the child's original bubble will check in with them