

Middlestone Moor Primary School



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?

School will send information to parents via the website and text messaging service when school or a bubble closes. (Parents must ensure school has up to date contact phone numbers). Children will have some basic resources they have been asked to keep at home safely so they are ready to use in the case of this eventuality. This may include pens, pencils, whiteboards, work books.

Parents will be informed of activities the children should complete for the first day or two as the school staff prepare the online learning provision.

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 subjects will need to be taught differently due to an inability to access resources. There will be a greater reliance on online learning using videos, PowerPoints and independent research where appropriate.

The curriculum will focus on the key knowledge, skills and vocabulary required for the children to make progress in all subjects.

There will also be a focus on reading and phonics, as without adequate reading skills the children cannot make good progress.

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	Govt expectation = minimum of 3 hrs per day
Key Stage 2	Govt expectation = minimum of 4 hrs per day

Remote learning will be a full day of tasks and activities as the children would expect in school. The day will be a mixture of live meetings and independent tasks. Staff will expect children to take breaks and also provide non screen and active activities. School understands that children may not take part in all live meetings.

Accessing remote education

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

Remote education is provided via TEAMS. All children have a log on and school will support parents in accessing this and also provide devices where needed.

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:

- School will loan laptops or tablets to families who need them in order for their child to access remote learning.
- Some pupils will be provided with paper based learning packs dependent upon individual need and circumstances. These must be completed and returned at the agreed intervals, for marking and feedback.
- Online work can be submitted online via TEAMS or photos uploaded or emailed to the class teacher.

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:

- live teaching (online lessons) and live meetings for teachers to share instructions/PowerPoints
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home or borrow from school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or internet research activities

Early Years

For early years pupils, remote learning will be matched to the age and needs of the children.

Early Years staff use Tapestry to communicate with parents and children and share stories and learning activities.

Nursery

Daily:-

Staff will add activities to tapestry- eg. Story, movement task, Maths, English linked activity.

Weekly:-

Staff will record individual messages for their key group children and respond to things the parents have uploaded during the week.

Reception Class

Provision is daily via TEAMs and includes Maths, Literacy and phonics input from the teacher, with a topic activity and teacher input each afternoon.

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?

- All pupils are expected to engage in education provided by school, whatever form this takes. School fully understands that individual home circumstances differ and do not expect children to be available to attend all live meetings, but every child is expected to complete and return learning as agreed with the class teacher.

We ask that parents:

- Ensure their children are dressed and ready for their online engagement and support their learning routine as much as possible.
- Make the school aware if their child is sick or otherwise can't complete work eg. Child care issues
- Seek help from the school if they need it
- Be respectful and timely when making any concerns or issues known to staff

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

- Teachers will check daily whether children are accessing and completing their learning and records will be kept for monitoring this.
- If this is not happening teachers and /or senior leaders will telephone parents to discuss how school can support and resolve this so that children don't fall behind their peers.

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:

- All pupils will receive written feedback on learning submitted to the teacher. This may be daily but sometimes weekly. Paper based learning will be assessed after it is handed in and the teacher will provide feedback on this.
- Some feedback will be given during online meetings to individual pupils also.

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:

SEND pupils:-

- Families will be contacted regularly by the SENCO via telephone if the child is working at home.
- Learning materials will be adapted to suit the needs of the pupil and may have a greater emphasis on paper based rather than online learning.
- SEND resources will be loaned by the school where appropriate.
- SEND pupils will receive additional online support where possible and staffing ratios enable this. This may take the form of breakout rooms on TEAMS where children can receive extra support in a small group.

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 a child is self-isolating they will be provided with a paper based learning pack which will align with the curriculum being taught in school. The class teacher will contact the parents to establish expectations as to when the learning should be completed and returned. The teacher will provide feedback on the learning, either when the pupil returns (10 day isolation) or before the next pack is given out if the absence is extended. This may be written and/or verbal feedback.