

# Remote Education Approach for the Kite Primary Federation.

January 2021

## **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?**

When children are sent home to isolate immediately, the expectation is that they will access their My Maths, Purple Mash, Serial Mash, Numbots and Times Tables Rock Stars programmes to complete work set. They will also be expected to read as part of their learning. Teachers may send paper copies of work/ a home pack for children to complete independently or may email this work to parents at the first available date.

#### **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, if children do not have physical resources at home which the children in school would have access to (e.g. a selection of rocks) especially in subjects like science and technology then we have made adaptations.

## **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	EYFS – 2 hours (approx.)  KS1 – 3 hours  KS2- 4 hours
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## **Accessing remote education**

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

At the Kite Primary Federation we are using a range of online tools and digital platforms to deliver and assess learning the children have completed.

To deliver the remote learning we are using Microsoft TEAMS to children directly which the children all have their own log in for. Work is uploaded to the class TEAM for the children to complete. To enhance the learning provision children are also using My Maths, Purple Mash, Serial Mash, Numbots and Times Tables Rock Stars to focus on specific areas of learning. Staff will also use Class Dojo as a secondary method of sharing learning if children encounter difficulties using 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:

As a school we will, if children have no access or limited access to technology, consider the loan of a laptop or tablet to pupils to help them access the remote learning. Please could you contact the school office via email at [office@norwell.notts.sch.uk](mailto:office@norwell.notts.sch.uk) or [office@st-matthews.notts.sch.uk](mailto:office@st-matthews.notts.sch.uk) if you wish to discuss this. You will be asked to sign a loan agreement as part of this arrangement.

The school also has a small selection of Vodafone SIM cards which provide 30 GB of data free to the end of March which families can ask for.

The school has also signed up for 4G wireless routers which we are currently awaiting from the Department of Education.

If you need printed copies of the remote learning, please email your class teacher on the class email to request it and organise a suitable time to pick these up. You can also return these paper copies for marking and so that the teacher can provide feedback. (Please note these will be left for 48 hours to quarantine)

These can also be scanned (using a smart phone) or photocopied and sent to the class email account or uploaded to the child's individual portfolio on Class Dojo for the teacher to mark.

## **How will my child be taught remotely?**

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

At The Kite Primary Federation we use a combination of remote teaching approaches: these include

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. Powermaths Practice Books and workbooks, worksheets)
- textbooks (Powermaths) and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. CBBC / Bitesize/
- some project/ topic work which may include internet research activities

## 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?**

Our expectations are that pupils engage daily with the remote learning set for them. We would expect pupils to complete the hours set for their age range each day whilst ensuring they have time to spend some time each day taking part in physical activities such as going for walks and bike rides.

Learning like this is new to children and parents and it will take some time for children to be confidently accessing their remote education.

Parents will need to support and encourage their children's remote learning and some children may need more support than others especially if they are younger. Parents will need to encourage children to get into a routine and have regular breaks in their learning for the children's wellbeing. Teachers have already sent a suggested timetable to help with setting a routine.

Parents will need to engage with the school and their children's teachers to ensure children are completing their scheduled work and returning it to the teacher.

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

As a school we will check pupils' engagement with remote education on a daily basis and by subject. It is important the children complete all learning set to ensure they are receiving as wide a curriculum as possible.

The live meetings with their teachers will give teachers the opportunities to talk to children about their learning and discuss any general problems/ difficulties the children may be having. Therefore it is very important the children do attend the live meetings.

If a child is not engaging with the remote learning there will be a staged response.

Initially the teacher will contact the parents/ carers to ensure the IT access at home is allowing the child to access their learning. If a child is not engaging with remote learning, the teacher will ring you and discuss the reasons for this with you and agree strategies to improve the levels of engagement.

This will then be closely monitored by the class teacher and Mrs King to ensure the child is more engaged with their learning.

If there is still no engagement following this, Mrs King will contact you to discuss why there has been no improvement in engagement levels and will create a plan to help you support the learning.

If a child has not engaged with learning and live sessions, this may also trigger a safeguarding concern which will be followed up by the Designated Safeguarding leads.

## **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:

Children will receive feedback on their learning in a number of ways using TEAMS, Class Dojo and email.

Via Microsoft TEAMS children can return the assignment to the teacher who can then look at it and provide children with feedback. They may ask a child to look at the work they have handed in again and correct it if it is incorrect or add information to it, just as they would have done in class. Class Dojo can also be used by parents/ carers as a platform to share the children's learning via short videos/ photos in the children's own portfolios which the teacher can access remotely.

Teachers may also set quizzes to assess learning that are marked automatically.

Teachers may also provide whole class feedback during the live sessions for children.

Pupils will receive feedback daily but may not get feedback daily on all of their work they have completed that day. They may receive it the following day.

## **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:

Teachers will continue to differentiate work especially for children with SEND as they would have in the classroom. This work will be sent directly to the children to enable them to access remote education at an appropriate level.

Teachers have also sent home resources for children to use to support their learning including phonic mats, number lines, tens and ones apparatus.

Some children with SEND may need more breaks in their learning and may complete an activity using concrete resources which parents/ carers may photograph as their completed work and return to school.

Some children may be asked to log in for short, specific interventions to support their learning with a member of staff. These might be maths, spelling or reading comprehension interventions.

Children in EYFS and Yr 1 will need a very different style of remote learning to that of a year 6 pupil. In EYFS and Year 1, learning is through play and is very practical. Therefore the teacher will set activities like cooking, playing in the sink with water and containers, counting out pasta and buttons.... They also need time to play outside and learn about seasons and nature. Children will also need to share stories and picture books and talk about characters.

## **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?**

Children who are self-isolating will be offered a curriculum similar to the approaches listed above for the time they are off. It may take a day or two to upload learning initially but they will be offered a curriculum similar to the one children in school are receiving. They may be asked to complete more paper based activities and be given a learning pack to complete with less opportunity to meet virtually with their teacher via TEAMS.