

REMOTE EDUCATION AT ALL HALLOWS CE PRIMARY SCHOOL



A guide for parents/carers.

Updated 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 or partial 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. We will also adapt our teaching as we adapt to what works best. Your feedback is always useful, and helps to structure our Remote Learning so that it is accessible and effective as possible.

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

We hope that we will be able to establish a routine for remote education within a few days, based upon previous successful practice. In the initial few days your child may be asked to complete workbook based tasks. All classes have a prepared book of learning which will meet the immediate needs of such an occurrence.

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 will endeavour to teach the same core curriculum remotely as we do in school wherever possible and as appropriate. Priority will be given to the teaching of English and Maths. However, we have needed to make some adaptations in some subjects, based upon available resources, and areas of a more practical nature. The Remote Learning will match what is being taught to any children in school.

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:

Foundation and Key Stage 1: up to three hours a day.

Key Stage 2: up to four hours a day.

This is a broad guideline, and on certain days learning activities may take a little longer.

Accessing remote education

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

It is important to note that we are reliant on technology working efficiently, and past experience has shown that can be a source of frustration. We will continue to work with our providers to try to ensure that any interruption to the learning resources are kept to a minimum.

Tapestry will be used to convey learning to our Foundation children.

In Key Stage 1 and 2, every child has been set up with a Microsoft Teams account, which will be used as the central teaching and learning platform with assignments set up, supported by further information on the class pages on the school website. In addition Zoom may be used to set up scheduled meetings.

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:

- Where possible, we will endeavour to loan out suitable laptops, and parents/carers will need to let the school know if these are required. Our supply of these is limited and we made need to prioritise some families.
- If printed materials are needed, these will be provided for collection from the school gate at a pre-arranged time – further detail will be passed on by the class teacher.
- If work needs to be submitted, a similar delivery point will be made available at the school gate.

How will my child be taught remotely?

A timetable of the learning will be put on the website and Teams. Previous experience has shown that a different format of teaching works best for different year groups. We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)

- learning activities placed on the website and Teams
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include resources such as 'Oak Academy,' 'Education City' and 'Bug Club.' Where necessary passwords will be sent home
- long-term project work and/or internet research activities as appropriate (these will be kept to a minimum)

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 all children to participate in our remote learning programme. As a parent/carer your role is invaluable in giving that one to one support, encouragement and guidance. We do however appreciate that this can be challenging, and it is important to provide a balance of expectations which protects the well being of everyone involved.

A clear routine will support the consistency of the curriculum. Remote learning posted on Teams may have a time linked to it to be returned, but these should allow enough time for the learning to be completed.

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

Through their daily contact every class teacher will be able to monitor pupil engagement. Through Teams we can see who has 'viewed' and 'turned in' learning. There will be a regular whole class contact live session, which will be used to monitor attendance and engagement. It is important that all children attend these sessions.

Any concerns will be followed through by a separate individual session or phone call.

Our Teaching Assistants may work with small groups or individual children as required.

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. Submitted learning will be reviewed by the class teacher, and any individual concerns or comments will be passed on. The use of Teams allows for

comments to be made, but staff will prioritise which learning to comment upon in order to make this system manageable.

The Senior Leadership Team will monitor samples of learning to assess the quality, quantity and progress of learning.

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 by asking our Teaching Assistants to support some of the remote learning (this provision may be limited due to our TA's supervising the Key Worker hubs). This may be through individual or small group live sessions.

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?

In these cases, the children will be linked to live lessons in class where possible. Resources and learning will be sent home via Teams.

Who should I contact?

With all questions and comments about remote learning, your child's class teacher is the first point of contact.

For more general comments about remote learning please contact Nicola Gillett for Foundation and Key Stage 1, and Lindsay Baker for Key Stage 2.

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