

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?

Immediate Access

- your child's online school apps with access to Literacy and Numeracy tasks.
- School reading book already at home.
- List of comprehension question starters.
- Handwriting practise using the resources on the school's website.

By the morning of the second day of isolation, your child's class teacher will have set a range of home learning via Tapestry (Foundation Stage) or Seesaw (Year 1-4) which will reflect the learning in the classroom.

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, in P.E we will direct you to an online resource to support physical activity which may differ from the sport taught in school. There may be appropriate adaptations to the Science activities to ensure parents are able to access the needed resources.

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	FS: at least 2 hours per day. Y1-4 At least three hours per day.
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Accessing remote education

How will my child access any online remote education?

Foundation Stage will access their learning via Tapestry.

Year 1-4 will access their learning via Seesaw.

Contact the school office if you have any difficulty in access your child's online learning.

If my child does not have digital or online access at home, how we will support you 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:

- will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- We are able to request laptops for pupils for Year 3 and Year 4 via the government scheme.
- We have a small number of school laptops which we are able to loan to parents to cover the period until the government laptop arrives.
- We ask any parent who does not have IT access to contact the school office.
- If you do not have internet connection
- If you require paper copies of work, you will need to inform the school office as soon as possible.
- To keep everyone safe, paper copies will be left in a named envelope outside the school front door and will be available between 9.30 a.m. and 2.45 p.m.
- If you are isolating and are not able to arrange for a friend to collect the paper copies for your child, please contact the school office.
- You are able to return the completed work in the named envelope to the drop off point outside the school office between 9.30 a.m. and 2.45 p.m.
- If you are isolating and do not have internet connection, and are not able to arrange for a friend to drop off your child's work at school, please contact the school office.

How will my child be taught remotely?

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

The range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches which may be used at The Queen Anne:

- Daily planning set via Tapestry or Seesaw
- Live Zoom sessions:
 - Morning session (approximately 15 minutes daily) :children join their class teacher each morning for register and to receive an introduction to the learning for the day.
 - Small group session (approximately 15 minutes once a week) Children will meet with their class teacher in a small group each week to assess understanding, discuss on their next steps for learning and key focus areas for the week.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 for pupils' engagement with remote education

- We recognise that every family has their own family and work commitments which can make it difficult to attend every live session and complete all set work each day.
- If children do not engage with learning via Tapestry/ Seesaw or participation in the live Zoom sessions, then the school will contact the parents.
- expectations of parental support, for example, setting routines to support your child's education
- All children in first schools will need adult support to access their learning.
- It will help your child if you can set a daily routine which fits with your family and work commitments.
- In school, we focus on literacy and maths in the mornings when most children are more able to concentrate. The foundation subjects (art, geography, history etc) are taught in the afternoon.
- Set a routine which fits your family commitments. Make a chart showing the routine so that your child knows what to expect during the day. Consider using First, then and next to structure your child's day.
 - FIRST: 5 mins reading and talking about the book.
 - THEN: phonics
 - NEXT : give your child a choice of 2 activities
- Make sure that you plan in and list regular breaks.
- Ensure that your child has everything that they need before they start the session:
 - a chair and table
 - a suitable IT device and internet access
 - a quiet space
 - a pencil and paper.

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

How, and how often, we will check pupils' engagement with remote education

- Teachers will
 - keep a daily register during the morning session
 - keep a register of children attending their small group session
 - keep a register of children attending the class zoom
 - check Tapestry and Seesaw daily to monitor engagement
 - provide feedback via Tapestry/ Seesaw at least weekly.

Action taken where engagement is a concern, including how we will inform parents and carers:

- If we feel that we do not have sufficient evidence of your child's engagement in learning, we will:
 - Contact you by telephone to check that you are not experiencing technical difficulties and offer support.
 - We may arrange a meeting with your class teacher to discuss any support required.
 - If engagement remains a concern, you will be invited to a meeting with the class teacher and Head to identify barriers and possible support.
 - If the school feels that your child is not engaging despite offers of support, they will seek further advice from the borough.

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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:

The methods used to assess and feedback on pupils' work include:

- Feedback will be via clicked approval, written comments or audio messages on Tapestry or Seesaw. For parents using paper copies, written feedback will be provided and able to be collected with the next set of work.
- how often pupils will receive feedback on their work
- feedback will be at least weekly.

Additional support for pupils with particular needs

How we work with parents to help children who need 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:

How we work with families to deliver remote education for pupils with SEND

- If your child is not able to attend school, the school SENCo will contact you to discuss how the school can support your child's individual needs. For example, liaising with any external support usually provided for your child to arrange virtual sessions.
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1
- We offer a weekly catch up with class teacher and SENCO to discuss any particular needs and possible support strategies.

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 this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, incl

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