

SEBERT WOOD PRIMARY SCHOOL REMOTE EDUCATION PROVISION

From the beginning of the Coronavirus pandemic, we have been working hard to support our pupils, parents and staff through unprecedented times - whilst acknowledging that individuals will be living through their own very different experiences. As a school we are managing a dynamic and complex situation, including both in school learning and home learning. To navigate the uncertainty generated by the challenges and ensure that learning is continued we have a Remote Learning Policy approved by governors and based on the expectations and principles in the Department for Education's (DfE) Guidance for Full School Reopening, DfE Remote Education Good Practice Guidance and Ofsted's Short Guide to What Works Well in Remote Education.

Our Remote Learning Policy is applied in the following instances:

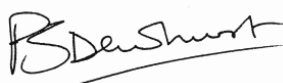
- A pupil or a household member needs to isolate because someone in their household is symptomatic or tests positive.
- A whole bubble (class of pupils) is self-isolating because of a positive case of coronavirus.
- A full national lockdown where the school is only partially open.

The principles of our remote learning offer are as follows:

- We aim to mitigate the effect of extended school closure on children's learning and support parents to navigate the challenges of home education.
- Remote education should be implemented in ways that are manageable and sustainable.
- We acknowledge that some households have limited access to devices and may require hard copies of work and other resources, or learning tasks that can be accessed at a time according to a family's needs.
- We make sure our remote learning is as flexible as possible, offers a blend of online and offline resources, whilst attending to the needs of those children still in school.
- We match the curriculum work in school with that at home where practically possible.
- We use a common technology framework/platform for sharing and collaboration. We have chosen to use Google classroom for Key stages 1 & 2. Early Years continue to use the Tapestry system.
- We ensure there are opportunities for pupil/teacher interaction, feedback and assessment.
- Our remote learning provision may include the selective use of 'live' interactions (written, audio or video) where this has educational merit and is logistically feasible. However, it is agreed that this will operate as part of a suite of online and offline provision and will not be the exclusive or default method of delivery.
- We believe primary age pupils need support in accessing online materials and staying focused with their remote learning and we appreciate parents support with this.
- We support teachers to share resources and collaborate remotely, helping to reduce individual workload and pressure.
- We support the SEN and pastoral needs of our pupils.
- We will monitor and evaluate the effectiveness of our remote education.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children. Devices such as laptops and/or 4G connections will be sought through the DfE technology scheme for disadvantaged children. Parents should make the school aware of any barriers to accessing remote learning and our teaching teams monitor levels of engagement of pupils and contact families to offer support where appropriate.

Peter Dewhurst



Headteacher

Jamie Gaskin



Chair of Governors

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME



Department
for Education

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?

- Pupils login to their Google Classroom account where staff have uploaded activities. Pupils have the login details recorded in their reading record or student planner (Y5 and Y6). *Please email the year group email if you experience any issues logging in.*
- Parents and carers will have access to video tutorials via the school website, reminding them how to support their child on Google Classroom, including guidance for 'turning in' assignments.
- Pupils are aware of online safety and know how to stay safe. Links to internet safety are on the school website and shared with parents and carers via email.

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 well-sequenced curriculum remotely as we do in school wherever possible and appropriate. Pupils will cover the topics that they would do usually within their year group. The children of Critical Workers will follow the same content 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:

Key Stage 1	3 hours average
Key Stage 2	4 hours average

**NB - there is no DFE expectation of hours for Early Years pupils*

ACCESSING REMOTE EDUCATION

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

- Pupils should complete the assigned activities from their weekly timetable on Google Classroom and 'turn in' work for the teaching staff to monitor and feedback.

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:

- We shall issue laptops or tablets to eligible pupils through the 'Get help with technology' scheme.
- We shall signpost parents or carers to providers for routers and/or dongles and unlimited data allowances.
- Those parents who do not have access to a printer may request printed worksheets for those activities which cannot be submitted online on Google Classroom.

How will my child be taught remotely? We use a combination of the following approaches to teach pupils remotely:

- Daily written, verbal or pre-recorded video contact with teachers via Google Classroom, including Oak National Academy lessons.
- Optional 'extension' tasks are available for KS2 pupils who require further learning challenges.
- Additional resources, e.g. word banks or success criteria to be uploaded alongside assigned activities.
- Teachers to adapt their planning for remote learning accordingly, so any gaps in learning identified will be addressed, wherever possible.
- Teachers will be mindful of the shorter attention spans of pupils away from school and teaching inputs will be adjusted appropriately.
- Pupils are encouraged to take regular breaks from on-screen learning, and teachers set off-screen work that develops other skills (e.g. handwriting)

Some examples of remote teaching approaches:

- Short recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Subscription based interactive apps and websites (Spelling Shed, Times Table Rock Stars, Mathletics (Y4 and Y5)).
- Instructional Power Points with key teaching explained and developed.

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 and carers to set rules and expectations to support their child's education.
- Support pupils with completing assigned activities and 'turning in' on Google Classroom.
- Encourage pupils to join in the class zoom/google meets each week.
- Contact the year group via email if additional support is required or the pupil cannot complete the work set.
- Inform the school of any well-being concerns.

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

- Teachers will regularly monitor the work 'turned in' on Google Classroom and participation in class zoom/google meets. Telephone calls made to the parents or carers of those pupils not engaging.

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:

- Teachers to respond to pupil's work submitted on Google Classroom. As per our marking policy, not all work will receive written feedback.
- Teachers respond to pupil questions on the Google Classroom stream or within the private section on an assignment.

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:

- Differentiating the activities assigned to suit pupil's ability levels.
- Delivering remote interventions led by Teaching Assistants for pupils with SEND.
- The ELSA team supporting pupils and parents/carers who have been identified as requiring additional support.
- Providing disadvantaged pupils with additional resources (e.g books, calculators and stationery).

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 the event of an individual pupil self-isolating, teachers will upload activities and resources to Google Classroom to enable remote learning.