

## **Peterborough Diocese Education Trust**

### **Remote Education Information for Parents / Carers**

The purpose of this document is to share information regarding what to expect from Silverstone CE Primary School in terms of Remote Education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).



### **Silverstone CE Primary School**

## **What Is Remote Education?**

Remote education, sometimes referred to as remote teaching and learning is, broadly speaking, any teaching and learning that happens outside the classroom, with the teacher not present in the same location as the children. This can encompass online learning, delivered through digital technologies or learning that involves workbooks and other paper based resources.

Some remote education can be delivered live. Other remote education can be prepared by teachers beforehand (e.g. recorded sessions or provision of other materials) and then can be accessed by the children at a later date.

Remote teaching can be delivered by the children's class teachers or by other teachers / personnel nationally.

## **Accessing Remote Education**

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

We have set up the following interactive platforms across the school:

- Reception – Tapestry
- KS1 – SeeSaw
- KS2 – SeeSaw will be implemented by 12<sup>th</sup> February. Currently children and teachers communicate via emails

These platforms are a single point of access for all of our remote education resources. This means that all resources that need to be accessed can be found in one place. Such resources include the weekly / daily timetable and the learning resources that are needed for each lesson (e.g. web links or posted resources). It also means that children can submit their work on the same platform and teachers can provide the necessary feedback.

We also use the online tool, Zoom, which enables access to our live provision. Zoom links can also be found on the interactive platform or via children's emails. We use Zoom links for:

- ✓ Live teaching sessions, where appropriate
- ✓ Pre-recorded lessons, where appropriate
- ✓ Class group sessions
- ✓ Live reading sessions
- ✓ Collective worship – pre-recorded
- ✓ Pupil welfare sessions

The use of 'live' or 'recorded' zoom sessions is dependent upon the age, ability, concentration span, level of independence and needs of the children in each class

We encourage all our children to access this platform using a laptop if at all possible. Evidence suggests that children tend to spend longer accessing a remote lesson when they are using a laptop rather than when using a tablet or a phone.

### **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 children may not have suitable online access at home. We have asked all parents to let us know if this is the case so that we can help.

We have taken the following approaches to support children to access remote education:

### Devices:

- ✓ We have allocated some of the government's 'Catch Up funding' to purchase devices for children to use at home.
- ✓ We have been able to access an allocated number of devices from the government's 'Get Help with Technology' scheme.

### Internet Access:

Some children are eligible for free mobile data on the following networks:

- EE
- O2
- Sky Mobile
- SMARTY
- Tesco Mobile
- Three
- Virgin Mobile
- Vodafone.

This allows other devices to connect to the internet via a mobile phone. We ask parents to contact the school to find out if they are eligible for free mobile data

*If your children are still unable to access online, please contact the school office as soon as possible, if you have not done so already.*

If children are unable to access online learning despite the measures taken above, we will invite children into school to access the learning on devices in school.

Alternatively, we will provide paper packs to be collected weekly, as outlined below. Those parents with no online access are asked to return their child's work to their class teacher once a week by leaving the work in the designated drop off points, whilst collecting the learning pack for the following week. Wherever possible parents should take a photograph of the work on their phone and send this to their child's teachers via email or Seesaw.

### **How will you support my child if we cannot print the learning resources?**

We provide weekly packs for parents. Parents are asked to contact the school by the Wednesday lunchtime to enable a pack to be printed. The packs are then available for collection throughout the Friday.

We provide paper copies of all English and maths resources as well as school planned foundation subject resources. Online resources linked to Oak National Academy are not photocopied.

We have also provided exercise books for all children to work in.

## **The Remote Curriculum: What Is Taught To Children At Home**

### **Will my child be taught broadly the same curriculum as they would if they were in school?**

The answer to this question is 'yes'. The aim of any education is to deliver a high-quality curriculum so that children know more and remember more. Remote education is just another way of delivering our curriculum. Remote education is not the same as digital education. Sometimes it may be more effective to deliver remote education through worksheets rather than 'live interactive'

lessons. Wherever possible and appropriate, we deliver the same curriculum remotely as we do in school. Just like the classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks they need to move on to the next step.

Where we have taken the decision to use online resources, we have selected these carefully and have taken the time to match these resources to our long term curriculum plans for individual subjects. We have then matched online sessions within each sequence of work to those that are taught in the classroom. For example, we follow the White Rose Maths sequences of work in school. We have therefore matched the White Rose daily lessons published online to our normal Maths curriculum.

Similarly, our sequences of work for Science, History and Geography have been matched to the Oak National Academy online resources, session by session; where this matches our school long-term overview. Where Oak National Academy does not match our long-term curriculum overview we provide our own learning material through worksheets and PowerPoints.

Our English (and Phonics) curriculum is mainly delivered 'live' or 'recorded' by our teachers. However, for some lessons it is more appropriate to deliver the learning via worksheets.

We have needed to make some adaptations to the PE curriculum. Replicating on site PE lessons is not easy remotely. We provide video demonstrations where possible and provide alternative online resources so that your child still has regular physical exercise throughout each week.

## **Remote Education Time Each Day**

### **How long can I expect work set by the school to take my child each day?**

The government expects schools to provide the following amount of remote education (including remote teaching and independent work):

Reception (EYFS)	Less than 3 hours a day
Years 1 and 2 (Key Stage 1)	3 hours a day
Years 3-6 (Key Stage 2)	4 hours a day

Although 'live' interaction between teachers and children may only be for a short amount of time each day, the learning activities signposted in the weekly/daily overviews should be able to be completed within the guidance times as mentioned above.

We expect all children to fully engage in all aspects of remote learning, including the participation in all 'live' sessions with their teacher. Where possible, we would expect children to complete their learning during the normal hours of a school day. However, we recognise that for some families, they may wish to support their child with their learning later on during the day. With this in mind we will set deadlines to return work at the end of a day specified by the teacher, not at the end of a lesson time slot.

We issue weekly / daily timetables. Whilst we expect a normal school day to be worked remotely by children, we recognise that this will not always be practical. However, we provide a timetable so that a routine can be established; a routine can prove beneficial to children and support them in the management of their school work.

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

We ensure that our remote education includes the important, key principles of effective teaching. We provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons.

Whether our staff deliver live lessons or recorded lessons; or we select nationally available quality recorded sessions, we ensure that the remote teaching includes the following:

- Clear explanations
- Teacher modelling and scaffolding of new knowledge
- ‘Chunking’ learning in to small parts (it is often harder for children to concentrate when being taught remotely)
- Opportunities for children to practice
- Opportunities for children to apply their new knowledge
- Assessment of children’s learning taking place and future adjustment of teaching accordingly
- Feedback to children on how to progress.

We do not expect our children to discover new content for themselves through long-term projects and long-term internet research.

We also make sure that our remote education is interactive where possible so that children can ask questions about their work (please see the engagement and feedback section below).

We have clear and high expectations of children when accessing remote education and we communicate these to the children at all times.

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

- Live teaching (online lessons) -for English lessons, when most appropriate. We try to stagger these across year groups where possible so that children with siblings can access them in the context of limited or shared devices.
- Recorded teaching – by our staff for English when it is most appropriate
- Recorded teaching - daily for Maths lessons provided by White Rose teachers.
- Recorded teaching - video recordings made by other teachers e.g. Oak National Academy lessons for Science, History, Geography. Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared devices.
- Online resources from available websites supporting the teaching of specific subjects, including video clips e.g. BBC Bitesize.
- Teacher devised resources posted online.
- Printed paper packs produced by teachers (e.g. worksheets).

We purposefully provide remote education in a different way for our youngest children. (Please see page 7.)

**Please note:**

A pupil’s first day of being educated remotely might look slightly different from that outlined above while we take all necessary actions to prepare for a longer period of remote education. We will need a little time to post online the remote learning tasks that have been matched to the classroom curriculum and provide the timetable for the rest of the week. We will, however, on the first day of remote education, send home some learning tasks that can be completed e.g. an age appropriate grammar activity and a maths activity.

## [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 children to access the full daily timetable where at all possible and engage in all remote education provided, in the same way as they would engage in school. However, it is more difficult to engage and motivate children remotely than when they are in the classroom. There are more distractions and we, as teachers, are not physically present.

Engagement increases when children feel part of the school and we want our children to continue to feel part of the school community even when learning remotely. The use of zoom sessions for wellbeing checks and reading stories helps with this aspect.

Without putting an unreasonable burden on parents, we ask that parents help support their child's learning by:

- Ensuring that their child can access the remote education provided, online if at all possible, but paper based packs otherwise.
- Providing a quiet space to work if possible.
- Setting routines e.g. having breakfast and lunch at a set time.
- Helping children with the technological aspects of online learning.
- Offering help with specific learning tasks if possible.

We also ask that parents follow the guidance outlined in the Remote Meetings and Live Teaching document that has been circulated to parents for live teaching sessions and that parents have shared the relevant expectations outlined in the document with their child.

Where Catch Up tutoring sessions are also accessed from home, we ask that parents follow the home tutoring agreement.

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

In order to ensure we know that children are engaging with remote education, we complete a register of children who are accessing live sessions. We also keep a record of work submitted so that we know if your child is completing the tasks set.

It is our expectation that all children should engage with remote education. If a child is not, we will contact the parent by phone and discuss how we can address any barriers that are hindering engagement.

## **How will you assess my child's work and progress?**

Feedback and assessment are still as important in remote education as in the classroom. As teachers, we assess children's work and progress continually, through their contributions in lessons, through talking with children and through the work that they produce. Such assessment continues in remote education. However, it can be more difficult to give immediate feedback to children remotely than in the classroom.

We have adopted the following approach to ensure giving feedback still happens effectively:

- In live sessions children can contribute in a number of ways e.g. verbally answering teacher questions, using the chat function to submit their contributions. Immediate feedback can then be given individually and to the whole class as judged necessary.
- Where most appropriate, live sessions are delivered to groups and not the whole class. This enables greater interaction between children and teachers

- Small group and individual sessions (called interventions) have also been set up, based on scores submitted and knowledge of children's needs, to ensure those children who need extra work on specific areas are able to access this.

As you can see from the above, feedback to children about their learning can take many forms and may not always mean extensive written comments for individual children. Frequent contact between children and teachers is crucial.

### **Additional Support For Children 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?**

#### Children with special educational needs and disabilities (SEND)

We recognise that some children with 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 work with parents to support these children.

We:

- Adapt learning tasks provided, as appropriate.
- Speak with parents on a more regular basis to discuss how remote education is working from their perspective, where necessary.
- Ensure pastoral calls are carried out with the child (and the parent as appropriate).

#### The very youngest children

It is recognised that the very youngest children learn through play and that they should not be sitting in front of a screen for long periods of time. Therefore, we adopt a different approach to remote education for our very youngest children.

We:

- Provide short pre-recorded teaching sessions,
- Prioritise early reading in the learning activities provided and ask parents to prioritise these.
- Provide learning tasks that are practical that can be completed at any time of the day, when it works for parents to access these with their child.
- Provide small group live teaching/wellbeing sessions to maximise the engagement of children within the session
- Suggest learning activities that can take place through play.

## **Remote Education For Self-Isolating Children (When Their Bubble Is Not Self-Isolating Or Not During A National / Local Lockdown)**

Where individual children need to self-isolate but the majority of their peer group remains in school, the remote education will differ slightly from the approach for whole groups, due to the challenges of teaching children both at home and in school. Please be reassured that we put in place remote education for any self-isolating child to access a planned and well-sequenced curriculum with meaningful, learning tasks.

In this instance we aim for your child to access live teaching through the online tool, Zoom, where most appropriate. Where not appropriate, clearly instructed activities will be provided by the teacher.

Where a child cannot access live teaching, a paper pack of learning tasks will be sent home that have been matched, as close as possible to the curriculum delivered in the classroom, similar to the approach outlined above. However, there are times when the learning activities provided may be a consolidation pack of prior learning.