

## Ibstone CE Primary School

### 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 where national or local restrictions require entire cohorts or groups to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

#### 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?

Children will be provided tasks in English and Mathematics. These will be set on your child's Google Classroom account.

#### 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?

The remote curriculum, wherever reasonably practicable, will be the same curriculum as is taught in school with reasonable adjustments where necessary. For example, some practical tasks or those requiring printed items may not be possible for those learning remotely, in which case an alternative activity will be assigned. In addition, where significant input from the class teacher is necessary, an alternative source of input will be sourced as this will may be possible.

#### 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:

EYFS	Depending on the term: 1 – 2 hours of learning consisting of: 30mins Phonics 30 mins English 30mins Mathematics – practical
Key Stage 1	3-4 hours of learning consisting of: 1 hour each of English, Mathematics and Topic Additional practice using online platforms: Spelling Shed and other sites as per Google Classroom
Key Stage 2	4-5 hours of learning consisting of: 1 hour each of English, Mathematics, two other subjects / topic areas Additional practice using online platforms: Spelling Shed, Times Table Rockstars and Google Classroom

## Accessing remote education

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

Learning will be provided via Google Classroom. In addition, we use Spelling Shed, Times Table Rockstars and other high quality resources. In the event of a prolonged period of remote learning (beyond 5 consecutive school days), we will use Zoom to stream online lessons.

### 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:

For the first 5 days of remote learning, work will be provided via Google Classroom. If parents need to print work at home, they will be able to collect printed copies from school. If remote learning will take place for longer than 5 consecutive school days, a school laptop and dongle to provide internet access will be provided.

Work can be submitted by uploading to Google Classroom or by handing into school office.

### How will my child be taught remotely?

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

Our remote teaching approaches will include, but are not limited to:

- Live teaching where the whole class is learning remotely or a live stream from the classroom is possible
- Recorded teaching either by the class teacher or video/audio instruction sourced from, for example, White Rose Maths
- Printed paper packs produced by the teacher
- Textbooks and reading books provided for use at home

## 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 learning remotely to engage with all learning that is set for them, where this is reasonably practicable. Parents can support this by setting consistent routines and timings broadly following the child's class timetable. This will make the whole experience more familiar and accessible for the child.

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

Children will be expected to submit learning on a daily basis via their Google Classroom account or by handing in to the school office. If live lessons are not taking place, the class teacher or another member of the school staff will call the family on a weekly basis to check in and identify what is working well and what needs to be changed.

For prolonged periods of remote learning the Headteacher will offer half termly parent meetings and / or meetings with class teachers if 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. 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:

will be provided by the class teacher, or another member of school staff, on a verbal basis. Answers will be provided for children or parents to mark work. When learning is submitted, the teacher will oversee this, assess the learning and provide feedback as appropriate.

## **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:

Our SENCO will liaise directly with parents of children with SEND and will create an accessible plan for provision and expectations in partnership with them.

Younger children will be provided with a larger number of shorter activities to enable them to learn in a similar style to in school.

## **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?**

Pupils who are self-isolating will follow the same procedure as stated above. However, adjustments will need to be made for those who are unable to access and submit learning remotely. This will involve the loaning of school equipment and a dongle.