



Remote Education Provision: Information for Parents

Date: January 2021

This information is intended to provide clarity and transparency to pupils and parents/ carers about what to expect from remote education where national or 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 document.

The Remote Curriculum: What is Taught to Pupils at Home

A pupil's first day 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 of pupils being sent home?

- On the day of class closure, children in Year 1 to Year 6 will have access to a stand-alone day of learning available on the 'remote learning' star on their class page of the school website. A paper copy of this can be collected from school if needed.
- Children in the Early Years will access their learning through Tapestry.

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?

- Your child will continue to access a planned and well-sequenced curriculum. Knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised. Learning will be meaningful and your child will be set ambitious work each day in several different subjects.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make adaptations in some subjects, especially where practical elements are involved. For example, Science lessons may involve video demonstrations instead of practical experiments and PE lessons will focus on movement and keeping fit at home rather than specific game skills.
- Children in Year 1 - Year 6 will have access to the following curriculum:
 - Phonics/Guided Reading, English and Maths daily
 - Science twice/ week or one whole afternoon
 - PE twice/ week
 - PSHCE and Music once/ week
 - A broad range of other curriculum areas such as Geography, History, Computing, RE and Art weekly depending on your child's current topic.

- Children in the Early Years will have access to the following curriculum:
 - Phonics/ English and Maths daily
 - One other daily learning activity linked to 'Communication and Language', 'Understanding the World', 'Personal, Social and Emotional Development', 'Physical Development' or 'Expressive Arts and Design'.

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:

Early Years and Foundation Stage	Minimum of 1 hour per day . Children are encouraged to be active and have access to phonics daily.
Key Stage 1	Minimum of 3 hours per day . This includes recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.
Key Stage 2	Minimum of 4 hours per day . This includes recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.

Accessing Remote Education

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

- From the second day of school closure, children in Year 1 to Year 6 will access home learning via **Microsoft Teams** using their school email and password. This can be done via the Microsoft Teams app or through a web browser at www.office.com
- Children in the Early Years will continue to use the **Tapestry** platform.

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:

- If children do not have access to a device at home, school and/ or DfE laptops will be made available. Please contact the school office to arrange this on 01727 759232 or admin@margaretwixherts.sch.uk
- If you do not have access to internet at home, we have connections with a variety of companies as well as our own IT expert who may be able to help.
- If you require support with digital access at home, please let your child's class teacher know this when they contact you so this can be passed on to the senior leadership team.
- We will strive to enable your child to get online so they can continue accessing high quality teaching with their peers. Should this not be possible, a paper resource pack will be sent home. This includes a self-addressed envelope for work to be returned at the end of the week.

How will my child be taught remotely?

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

- Live teaching (online lessons) with their normal class teacher and teaching assistant. In our live lessons we aim to:
 - ensure pupils receive clear explanations
 - support growth in confidence with new material through scaffolded practice
 - support the children to apply new knowledge or skills
 - enable pupils to receive feedback on how to progress
- Independent learning assignments modelled in the live lesson or as a follow on task. Some assignments can be completed on the device and handed in. Others can be completed practically and a photo uploaded or sent to the home learning email address: homelearning@margaretwix.herts.sch.uk .
- Recorded clips e.g. recordings made by teachers, Oak National Academy, BBC Bitesize, educational videos online. Clips may be used during the live teaching or as links to support independent tasks.
- Online reading material such as a text for guided reading, additional information about a topic or presentations linked to the learning. Reading material may be used during the live teaching or as links to support independent tasks.
- A variety of online books through websites such as Get Epic, Oxford Owl the Book Trust and Oak National Academy plus books the children may have access to at home e.g. a fairy tale or an information book.
- 'Nessy Reading and Spelling' and 'Times Table Rock Stars' which are learning platforms already used by the children.
- 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?

- Pupils are expected to:
 - Be contactable during the school day via their parents.
 - Log-in for their live lessons each day dressed appropriately and ready to learn with paper and a pencil.
 - Seek help if they need it, from teachers or teaching assistants.
 - Alert teachers if they're not able to complete work.
 - Complete work to the deadlines set by teachers.
- Parents are expected to:
 - Support their child to establish home learning routines.
 - Support their child to log-in for their live lessons and have access to paper and a pencil.
 - Make the school aware if their child is sick or otherwise can't complete work.
 - Seek help from the school if they need it.
 - Be respectful when making any complaints or concerns known to staff.

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

- Teachers and teaching assistants monitor the children's engagement daily.
- Registers are taken and completed work is monitored, marked and returned.
- If there are concerns about your child's engagement in lessons or with their independent learning, you will be contacted by their teacher or teaching assistant. This is normally by phone in the first instance.
- Should concerns about your child's engagement continue, you will be contacted by a member of the senior leadership team.

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. We use the following methods of feeding back on pupil work as appropriate:

- Verbal feedback in response to ongoing assessment of the children's learning during live teaching e.g. to oral responses to open ended questions, to written work on whiteboards or to hand signals such as thumbs up/down.
- Personalised feedback comments on work submitted via Microsoft Teams or the home learning e-mail address homelearning@margaretwix.herts.sch.uk
- Addressing common misconceptions in subsequent lessons.

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:

- Families of children with SEND are supported in the following ways:
 - Additional support to adjust to home learning e.g. establishing routines, social stories for new situations such as 'parent as deputy teacher', strategies for managing stress and anxiety plus tips for parents and carers to support these things.
 - Access to familiar technology.
 - Help to use free inclusive support technology such as coloured screen apps, immersive reader, dyslexia friendly fonts, screen magnifiers and text to speech apps.

- Additional phone support and check-ins from teaching assistants and our Nurture Group teacher.
 - Differentiated activities and support via 'breakout rooms' on Microsoft Teams.
 - Personalised timetables when needed including adaptations such as reduced screen time, more practical activities, following the child's interests, access to pre-recorded alternatives such as Oak National Academy, reduced daily timetable and movement breaks.
 - Access to in school provision for children with EHCPs.
- In the Early Years children access remote learning via Tapestry and are not expected to be 'online' for lessons. Staff can interact with families and children through Tapestry and provide additional support and guidance as and when needed. Our priority for children in the Early Years is supporting their progress in personal, social and emotional development and early reading.
 - In Year 1 children are provided with live lessons in the morning and are not expected to be 'online' in the afternoons. A range of non-live learning is provided for the afternoons which can be accessed and completed at a suitable time for the child.

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?

- A weekly home learning pack will be provided based on what your child's peers will be learning in school. This will follow the same curriculum, but some adaptations to activities will need to be made, for example, to enable them to complete a task without the teaching input.
- A member of staff will contact your child weekly to offer pastoral support, and check they are able to access their home learning.