Sir Alexander Fleming Primary School and Nursery

Remote education provision: information for parents

January 2021

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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.

What is remote education?

There are different definitions out there, but we will use:

- **Remote education**: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils (not necessarily with technology)

- **Digital remote education**: often known as online learning, this is remote learning delivered through digital technologies.

- **Blended learning**: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Work will be set on Seesaw in line with what is being taught in class

- Teachers will supplement activities with Time Tables Rockstar, Oak National Academy, BBC Bitesize

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?

All classes from Nursery to Year 6 will use the online platform **Seesaw for Schools**.

'Seesaw is at the heart of the learning process for millions of students. Our platform encourages creativity, expression, and feedback that makes students excited to learn. We believe when students are truly engaged in learning, they find what lights them up, conquer the tough stuff, and open new doors. Now more than ever, remote learning solutions are essential. Seesaw enables meaningful learning from anywhere, for every student.'

Each family will be instructed how to download the **Seesaw Family app** and the **Class app**. The Family app allows parents to monitor the learning and engage with the teacher. The Class app allows the children to access their online learning activities, which have

been assigned to them and add them to their learning journals. The level of support required from parents or carers will depend on the age of the children.

The family will then receive a code or a QR code that needs to be entered onto the app, which allows the child to enter their classroom and their journals. Families need to ensure that they use the 16 letter code or QR code as this will keep them logged in; if the 6 letter code is accessed then this is only active for 60 minutes.

Teachers will assign activities to their class that will have spellings, handwriting, timestables, a daily read and comprehension activity, a math activity, some topic work and cross-curricular writing activities.

Teachers will monitor the engagement on Seesaw and will actively engage with the children. All work will be responded to in some way depending on the activity. If it is noticed that within the first few days that families are not engaging with the learning and have not responded, the teachers will make contact by phoning to offer support, advice or resources.

If parents would prefer a 'paper pack' then this could be prepared for families, however it will be different to the Seesaw offer.

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 – Year Reception	Approximately 2 hours a day
Key Stage One – Year 1 and Year 2	Approximately 3 hours a day
Lower key Stage 2 – Year 3 and Year 4	Approximately 4 hours a day
Upper Key Stage 2 – Year 5 and Year 6	4 hours +

Accessing remote education

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

All work will be set via Seesaw for Schools. Each pupil has their own 16 letter code which they will need to access their learning journal.

Teachers will upload activities for each day and schedule these for certain times. There will be some pre-recorded lessons.

We have encouraged teams to use TTRockstars, Oak National Academy, BBC Bitesize and White Rose to support their online learning.

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:

- Offer 30GB DATA only SIMS to families to ensure they can access the internet
- Explain to parents how we can support them to access more DATA through https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data
- Access Ed Tech demonstrator programme – support for online access
- Offer laptops for home learning to support families who have limited or no access (87 available)
- Offered parent /child meetings to demonstrate how to use the laptop and access Seesaw - socially distanced and face coverings to be worn.
- Provide paper packs to parents if requested – these should be returned when completed so the teacher can look through, offer support and feedback before providing the next pack.

If families are struggling, we would initially ask them to contact their class teacher via email or through Seesaw or by contacting the office on A2134@taw.org.uk

How will my child be taught remotely?

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

- recorded teaching e.g. video/audio recordings produced by teachers, Oak National Academy lessons, WhiteRose Maths lessons, Reading stories for comprehension,
- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home or can collect from school

- Worksheets, activities or templates uploaded by teachers for children to complete and return

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – TTRockstars, BBC bitesize

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?

- Children are expected to access and complete all work set online.

- Children should access the pre-recorded videos to support the learning.

- Parents should support pupils to log in and access Seesaw including locating their work and ensuring work is completed and submitted.

- Parents should continue to encourage their child to read at home regularly.

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

We are very lucky to have a teacher and 2 teaching assistants in every class. We have planned that during the school day a TA or teacher will be available from 8.30am – 3.30pm to approve work, look through the learning, offer feedback and mark.

Teachers will actively respond to children's learning and offer 'Next step' comments that will improve the learning or offer intervention activities that will support to address a misconception.

Where necessary, work will be adapted for learners depending on their ability.

Alongside commenting on children's work, the teachers will be available during school hours to respond to queries or concerns from parents. We would not expect teachers to respond out of school hours and they are encouraged to cut off at 4pm.

As previously mentioned, teachers will monitor which children are actively engaging and responding to learning activities. If the teacher feels that a child is not responding or engaging well, then a phone call home will be made to offer support and advice.

If a child has not engaged at all, then the teacher will call them every week.

If this continues and there is no engagement then the Inclusion Team will pick this up as a concern. Welfare calls will be made and if necessary home visits.

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:

- All pupils' work will be responded to – depending on the work depends on the level of feedback.

- You may receive a heart to show the teacher liked the work

- A positive comment that thanks you for your effort

- A 'Next Step' that shows children how they can improve their learning (please don't take this personally, we do it in class all the time – the children are used to it)

- An intervention activity may be assigned to just your child to help them address a misconception

- Home learning work will be used to support teachers when making assessments of attainment and progress. These are recorded for internal data tracking.

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.

If a SEND child is at school or home:

- Provision required for a child to meet the outcomes on their Education Health Care Plans.

- Visual supports such as visual timetables, working memory boards, now and next cards or task cards.

- Coloured overlays and sensory resources

- Technology where appropriate, such as laptops and iPads.

- Access to activities and resources to support emotional well-being, such a social or emotional stories.

- Online provisions, such as Times table Rockstars and Teach your monster how to read.

For children at home:

- o Pre-recorded lesson and activities provided by the class teacher or Teaching Assistants via Seesaw.

For all SEND children:

- o Interventions will take place within bubbles or via Teams. Trained Teaching Assistants will deliver these interventions (following government social distancing guidelines and hygiene for those in school).

- o SEND children will have access to selected break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.

- o Children will have access to Behaviour Support Plans should they need one.

- o SEND support plans will continue to be in place for children on the SEND register and reviews will be conducted via Teams, Email or Telephone call.

- o EHCP annual reviews or meetings will be held via Microsoft Teams/Telephone call with professionals and parents.

- o Outside agencies will begin providing interventions within school or online via Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.

- o Daily contact with children via Seesaw, an email or a Telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.

- o Class teachers will set a mix of blended work (live or pre-recorded lessons and online work set on Seesaw) and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.

- o Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.

- We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and the messaging facility on Seesaw or Class Email allows for private conversations to be had between staff and parents. The SENCO can be reached at lisa.pigg2@taw.org.uk

Resources that support our pupils' SEND needs have been uploaded on to the school website in the SEND section. These will continue to be updated throughout the school year.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, our remote education will continue to be provided as detailed above.