

MERTON BANK 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 if local restrictions require entire cohorts (or bubbles) to remain at home. Please remember remote education is very different to school. It is much better to do things little and often. Your child's class teacher will create a timetable for you but remember you can adapt this to suit the needs of your child

1. Create a space for learning with all the equipment they will need
2. Have a consistent routine in place, including start and end times for the day, lunch and breaktimes
3. Split work up into manageable chunks
4. Take regular rest breaks and drink plenty of water
5. There will be a break between 12pm and 1pm for lunch – there will be no educational communication between staff and pupils during this time
6. Limit screen time where possible and try to be active
7. Make it fun, trying to incorporate your child interests as much as possible

METHODS OF ACCESS

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

We have put together a plan for our pupils to complete their learning at home should they have to self-isolate from school or in the event of a National Lockdown and a full school closure. Information has already been distributed about our learning platforms that we have chosen to utilise for our online learning: Tapestry <https://Tapestryjournal.com> (EYFS and KS1) and Microsoft Teams (all) <https://www.microsoft.com/en-gb-microsoft-365-microsoft-Teams/group-chat-software>. Pupils and staff have been trained to use these platforms and pupils and parents are using it regularly to complete current homework tasks to familiarise themselves with the different aspects, in preparation for any necessary isolation.

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 regularly monitor the usage of the online platforms and have ascertained which families may be unable to access the remote education. If there is an occasion where a family needs support with an aspect of remote access, then we may be able to support them:

- If families do not have access to a suitable device then the school may be able to loan a laptop or tablet to them. More information can be gathered from the school office.
- If families do not have access to the internet to be able to access the remote learning platforms, then school may be able to loan devices to access it. More information can be gathered from the school office.
- If pupils do not have any access to devices or internet access and school are unable to loan suitable devices, then paper copies of the work materials will be provided for the pupils to complete.

If pupils do not have online access to submit their work, then they will complete their tasks in the pre-provided home learning book on in the printed-out packs which will be returned to school as soon as is practical and safe to do so.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME?

What should my child expect from immediate remote education in the first day or two of pupils being sent 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. Tasks will be uploaded to the remote learning platforms by the class teachers in a similar way to the regular homework tasks that have been uploaded so far. All pupils have been provided with home learning books which they can use to complete work or to support their online learning on Tapestry/Teams. Images or completed online tasks are to be submitted in response to each of the tasks.

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 curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects due to lack of resources that pupils may have at home to be able to complete associated tasks e.g. practical art, science and PE activities. Teachers will ensure that all sessions and activities provided ensure that knowledge and skills are built on across the different areas of the curriculum and all objectives and expectations are clear to support pupils in completing them. All resources provided will be of a high quality, clear and link specifically to the tasks set to support the curriculum sequences planned by the class teachers.

During the week there will be one catch up online group meeting for each child to meet with their class teacher and classmates via Microsoft Teams for a short conversation about how they are all doing, and it will give their class teachers chance to outline the expectations of the work for the week. They will receive an invitation via Teams outlining the time of the meeting. These will be staggered for each year group as there may be siblings trying to share devices at home. Parents will also get a reminder for the date and time of each child's meeting via the Parent App.

Each week your child's class teacher will upload a timetable onto tapestry (EYFS/Key Stage 1) and teams showing you the activities to be completed for each day and for the week. There will also be links to the resources that you will need and guidance on how to submit the work. In EYFS and Key Stage 1 all tasks must be completed and evidence (photographs of activities) uploaded onto your child's tapestry account. In key stage 2 all tasks must be completed through the assignments tab or evidence (photographs of work) uploaded onto your child's assignment tab. If this is not possible then work must be completed on paper and handed in to school when it is possible for the child to return.

How will my child be taught remotely?

We will use a combination of the following approaches to teach pupils remotely, chosen specifically for the pupils' age, stage of development or special educational needs:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- online activities and tasks created and posted by class teachers
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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

Guidance by the government sets out that remote learning should take pupils approximately 3 hours per day on average for guided and independent tasks. We will ensure that pupils have meaningful and ambitious work set each day covering a number of different subjects. All children in key stage 1 and 2 will have a reading, writing and maths activities each day as well as one activity from another curriculum area. Additional work will also be provided for pupils should they choose to complete additional tasks to progress further with their education.

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?

Our expectation is that your child will engage with the remote learning each day and complete the assignments/tasks assigned to them as well as take part in any live meetings that they are invited to throughout the week. For younger children there may be a higher demand on the parents to support their child, particularly in accessing the online platforms and to complete some tasks, however tasks will be designed to suit the individual pupils and all necessary resources will be provided to support pupils and their parents in completing the tasks.

If, at any point, there are issues in engagement due to lack of technology then school should be informed as soon as possible so that we can allocate any available resources to solve these issues.

The expectation is that parents/carers and school will support the children in appropriate and positive ways to ensure they make progress with their skills and understanding in the areas of the curriculum taught throughout this time. Some ideas of how parents can provide positive support can be found in the introduction section of this document.

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

Through the online platforms that we use we can monitor the engagement in individual tasks and on Microsoft Teams we can monitor more in-depth data in terms of length of engagement, posts and comments made. Teachers will check daily on the engagement from their classes and if there appears to be an issue with any individual then we will contact you to see if any support is needed to help with engagement and to see if we can support in any additional way.

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

Feedback on all activities will be in the form of individual comments either on the actual work or in the comments section of the assignments (based on Teams). Comments will be given on individual submissions on Tapestry (EYFS/Key Stage 1). Verbal group feedback will also be given during the live Teams meeting sessions with the class and the class teacher. There may also be opportunities on Teams for Key Stage 2 pupils to complete quizzes which are automatically marked and fed back.

The expectation will be, particularly for older pupils, to read and respond to any comments made by staff and alter their work appropriately. It will be essential that pupils check back through comments from staff daily to ensure they are responding to feedback in a timely manner.

Teachers will look carefully at tasks, feedback and responses from pupils and will plan and deliver subsequent work appropriately to ensure misconceptions and errors are addressed to ensure pupils make progress.

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. Teachers will work alongside the SENCo to plan activities suitable for the individual pupils and provide necessary resources to support the parents and pupils at home.

There will also be regular conversations with families during isolation periods and home learning situations to ensure they have the necessary support and that any reasonable adjustments can be made to ensure that pupils are making progress.

Where a pupil has provision specified within their EHC plan, decisions on how provision can be delivered will be considered by the individual professionals and the SENCo and opportunities considered with the parents of the individuals.

For our younger pupils, who may have more difficulty accessing the online platforms, we have worked with families so far to assist in accessing the online platforms. We have also been regularly posting tasks to allow pupils to access and respond to tasks to practice the skills needed for the online platforms and gain confidence.

If pupils have to self-isolate, then we will continue to work with families as outlined in the other sections to ensure they can access and complete the necessary tasks. Tasks for all pupils will be catered to their individual skills and needs to ensure they continue to make progress through the isolation period.

REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, tasks will be set in line with what is being taught in school. Resources, where possible will be provided and teaching staff will respond to any issues when possible during the teaching day. The online platforms as outlined in this document will be used for the pupils who are having to isolate from school.

VULNERABLE CHILDREN

We will be in regular contact with all pupils but particularly those deemed to be vulnerable. With all families, if they are struggling to access online learning resources then school will loan out available resources as is necessary and regular checks will be made to ensure they are engaging and can access the online platforms easily.