

Reception and Key Stage 1

Updated - 2.2.21 - amendments included in red

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.

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

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?

Teachers will be in contact as soon as possible to ensure your child is ready to engage with remote learning as described in this document. There will be an on-line briefing.

Communication will also continue as normal through class emails **and schoolcomms** along with access to resources through e-schools and SIMS.

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.

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:

Primary school-aged pupils	Approximately 3 hours.
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Accessing remote education

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

Parents have access to the Interactive Learning Diary (ILD). Work will be set via the ILD Learning Zone. Exercise books and materials will be made available for collection to support remote learning

At the start of each week there will be an online briefing for parents and carers to set out expectations.

Resources from websites will be used and the links will be provided. Such websites can include: Oxford Owls, RWi Portal, Numbots, White Rose Hub and in Year 2 Oak Academy. In addition staff will provide stories, 'Let's Draw' activities and quizzes via Zoom. Live sessions are provided in order to raise engagement and provide further opportunities for socialising.

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:

Staff have compiled a list of all of the children in their class who either do not have a device or do not have internet which would enable them to access online learning. St Margaret's IT team will endeavour to provide the necessary devices and support for parents to enable online learning. The school is registered with the DfE for devices.

Parents can contact the school IT team on ithelp@st-margarets.torbay.sch.uk

In the interim staff will provide printed copies of work that will reflect the work done in online learning. These will be available for collection from the office at the start of the week, and can be returned at the end of the week. For families shielding, work will be posted. Where parents have requested paper copies throughout lockdown, these will be ready for collection each Monday from the school office. ChromeBooks have been allocated to families who need them following the use of the DfE scheme.

How will my child be taught remotely?

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

Lessons are planned which include online videos, staff videos and power points for English and the foundation subjects. Oak Academy lessons will be used if and when it is appropriate. In maths lessons, videos and White Rose Hub resources are used to support throughout the lesson. Work is provided which will build on previous learning or provide the opportunity for children to revise previous work. Daily phonics lessons will be provided using the RWi videos and Oxford Owl book links.

In all year groups, a weekly briefing at the start of the week and a weekly celebration assembly at the end will help to provide further communication throughout the week. The children will have access to the following:

Weekly live/recorded stories read by teachers

Recorded teaching (e.g. Oak National Academy lessons, White Rose Hub videos and RWi videos, video/audio recordings made by teachers)

Printed paper packs produced by teachers where internet and printing is a barrier at home (e.g. workbooks, worksheets)

Year 2 will have a book for their writing as we are keen to maintain our improvement in writing across the school. Children should use these for keeping notes about their writing skills and practice as well as for longer pieces of writing.

Children identified as needing additional support will be able to attend phonics and maths interventions each week in Year 2 and in Year 1 they will be held every other week. The phonics intervention will be at 10am or 11am on a Monday, Wednesday and Friday with maths intervention the same times on Tuesday and Thursday.

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?

Guidance via a weekly meeting is provided to support parents. A timetable of activities for the week is also provided with parents being told which activities can be completed with minimal or no adult support and the order in which they are delivered can be rearranged to fit in with other commitments at home.

During the week communication is open between parents and staff and contact can be made via the class email or through phone calls. The expectation for children to complete the phonics lesson, the maths and English tasks is explained and we will support parents however we can. Parents are able to call school for support or request a call from the class teacher.

Our work is informed by parent questionnaires at regular intervals. This gives parents the opportunity to comment on the quality of work provided and how it is presented, the amount of work provided, what they hope to gain from the work as well as the communication between the school and home.

All tasks are accessed via the ILD Learning Zone and parents can photograph the completed tasks before uploading them as an observation. Staff give feedback for the work uploaded and where appropriate comment on the effort and next steps.

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

Staff will monitor the engagement of children through attendance at Monday morning meetings, **daily 2pm Zoom activities and their attendance at the weekly Celebration Assembly.** Staff will also keep track of when children are in school and when they attend the intervention groups.

In addition staff will also monitor who is completing the work which is uploaded onto the ILD Learning Zone Home Observations. Pupils in Year 2 will be asked to hand in their exercise book at points designated by the teachers.

We have reviewed our communication systems in response to parental feedback. ~~Throughout the school, all parents and carers will be called at least fortnightly to check in on any concerns.~~ **In the initial stages of lockdown, we will ring parents and carers at least fortnightly to check in and monitor any concerns.** Following this period, the recommendation is for staff to contact families at least fortnightly, but this may vary according to the teachers' discretion. Teachers are available via e-mail or phone calls to the office, and will respond to parents as soon as they can.

We will use parent questionnaires at selected points to provide parents with the opportunity to provide feedback on areas they feel are working well or could be improved further. This will help us develop our remote learning practice, and to find ways to further ensure pupil engagement.

If engagement is a concern, parents will be contacted directly via telephone or email and next steps will be discussed. Where contact cannot be established the teacher will try a number of times before the Teaching Assistant attempts to make contact as well. If no contact is made then the Assistant Head Teacher will seek to make contact. In turn the Head Teacher and Deputy Head Teacher will take measures to make contact where other staff are unable to do so.

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:

Parents are encouraged to upload pictures of the children completing tasks or the work they have produced. As part of the ILD **Home Observations** we are able to add feedback to everything which has been uploaded. Staff will comment on the effort of the work uploaded, as well as use this to monitor their progress. The work **that is uploaded** will enable staff to adjust the learning where needed so the children have challenging tasks. The feedback ~~through the learning Zone~~ also acts as a way to keep in touch with the parents. Reward cards are sent to the children via their parents email or as part of the **ILD Learning Zone** feedback.

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:

Pupils are provided with resources from a relevant curriculum that is aligned with their needs.

Vulnerable Pupils are identified and given access to school.

Communication via video call or a phone call each week with families of SEND means that remote education can be tailored further to individual needs if needed.

The pastoral team have identified children and families they need to check in with and monitor, so they can support them emotionally as well as see how they are coping with the work that is being set. The contact will be in the form of a phone call and/or an email and a card will be posted to the child.

Additional online phonics and maths sessions are provided for children who require this extra support at home.

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?

They will have the same offer.