

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?

Initially, the first day of any sort of lockdown would be used by staff to prepare online resources for your child to access in the coming days/weeks. From then, staff would be able to deliver lessons remotely via Microsoft Teams (or SeeSaw/Tapestry dependent on the year group). During this time, the school will also be organising bubbles for those children who will still be coming in to school due to them being in the vulnerable or critical worker categories.

If required, parents will have access to paper copies of activities and lessons should technology access be an issue.

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, however there would be slight adjustments to certain foundation subjects, such as music, PE, science and computing due to a potential lack of resources. The intention is to provide three hours of teaching per day, with a focus on these being split across Maths, English and curriculum subjects. These will be teacher led via Teams and centre on the learning taking place 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?

EYFS

There will be no live teaching delivered; lessons will be pre-recorded. Children will access the following on a daily basis:

Letters & Sounds activities

Maths activities linked to White Rose Curriculum activity, linked to topic.

On Mondays and Wednesdays, a reading book will be available via Tapestry from Oxford Owl, and on Fridays High Frequency Words will be set for children to learn. This will be identical to the learning taking place in school.

Year 1

In Year 1, children will be set work via Seesaw. This will comprise of:

1 piece of English

1 piece of Maths

1 piece of Guided Reading

1 curriculum activity, linked to the topic

1 phonics session

Handwriting will be sent three times per week.

Children will also receive a pre-recorded video of teacher input for at least one session daily. Reading books will be distributed, where possible, via Seesaw.

Year 2 and KS2

Children in Year 2 and KS2 will be set at least one English and one maths task alongside another curriculum subject as a minimum, daily. There is an expectation that children will also spend time reading with an adult and will attend all sessions throughout the week. Learning will be pre-recorded by teachers and cover all subjects taught throughout the day, unless children are directed elsewhere for input through the use of high-quality resources. Children will be able to partake in whole class assemblies/scooping sessions at the end of the day where they will be able to reflect on their learning, receive support for the learning, and be able to have contact with their peers.

Children are expected to engage in a full day's learning. However there is an understanding that there may be instances where children cannot complete all the learning set, and consideration will be given for this. Teaching staff will be mindful of this in conversations with parents regarding levels of engagement. Children who are unwell are not expected to be present for remote learning until they are well enough to do so.

Accessing remote education

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

Children at Monkhouse Primary School will access remote learning through a combination of Microsoft Teams, Rockstars, Seesaw, Tapestry, Espresso, MyMaths, Spelling Shed, White Rose Maths, Phonics Play, EPIC (UKS2).

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:

Once the need has been identified, we are able to provide a limited supply of technology for children to access the remote learning taking place, if they meet the designated criteria issued to us. This will be on an understanding that the family has access to the internet at home. Alternatively, we will be able to provide paper copies of all work, by

prior arrangement. These can be collected from the front office of the school on Mondays, or delivery can be arranged. Parents should then return completed work to the school when they pick up the following week's work.

Finally, we may also have scope to support children in vulnerable categories within school in key worker bubbles.

How will my child be taught remotely?

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

Activities will be similar to those taught normally within class, with links to online learning, presentations, worksheets, videos and other resources. Activities will be a part of a well sequenced curriculum where knowledge and skills are built upon with a good level of understanding about what is intended to be taught and practiced in each subject. There will be an element of video teaching each day, with this may be either live content with the teacher live streaming, or having pre-recorded content for the children to access.

There will also be use of high-quality teaching videos using material from a range of carefully selected sources. In addition to this, in the case of the whole class being at home, teachers will provide opportunities to communicate either via the chat facility or live, face to face. There will also still be scope for children to engage in the curriculum projects set out each term, and opportunities for research and practical activities to be undertaken.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, and revise material or simplify explanations when necessary to ensure pupils' understanding.

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 that each child will engage with the home learning that is set each day. There will be an activity uploaded each day (unless using paper resources). In some cases this may be a worksheet to complete, in other instances it may require a photo or drawing to evidence children's learning. Parents and carers may need to support their child with uploading the documents. Parents will support their children as necessary to access the learning resources and provide paper, pens, etc. as required. Parents should get in touch with class teachers if there are any issues with the above using reply@monkshouse.lincs.sch.uk or telephoning.

The best way to support your child in their home learning is by ensuring there is a structured routine in place for their day, in line with the timetable provided by the class teacher.

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

The child's/families' response to home learning is the only way we can assure that children are well. If a child is not completing the work, or the quality of the work noticeable dips, teachers will e.mail/telephone the parents. Teachers will use their professional judgement about how to support the child and family, this could include providing a paper pack of work to complete, a short meeting with the child to motivate them, or suggestions on how the parent can motivate their child. If there is still a lack of engagement, the matter will be escalated to a member of the senior leadership team, who will ring the family to explain that there is a safeguarding duty of care on the school's behalf and a requirement that we ensure that the children are well.

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 work submitted will have a comment to acknowledge the effort that has been made. The work is assessed by the teacher and the next day's work will be adjusted 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:

Mrs Stewart, as SENDCo, is responsible for ensuring that pupils with EHC plans continue to have their needs met whilst learning remotely, and liaising with the headteacher and other organizations to make any alternate arrangements.

Identifying the level of support or intervention that is required while pupils with SEND learn remotely, and liaising with staff as appropriate to implement this. Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period. Arranging additional support for pupils with SEND which will be unique to the individual's need, e.g. regular phone calls.

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?

Non-COVID related absence will have no remote learning provided, as the children should be in school unless they are too unwell to learn. Children isolating due to contact with positive test result or children isolating whilst a family member awaits a test outcome/isolating for another COVID related reasons – remote learning will be available from the day after contact is made by the parents. If the class bubble has to isolate, full remote learning, with video learning as listed above, will be put in place.