

Eastover Primary School
Remote Education Provision
Information for parents



Remote education provision: information for parents

Note: this document is based on a DFE template.

This information gives an overview to pupils and parents 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?

If we have to close bubbles, classes or the whole school then we will send information to parents about the first few days of learning. We will also clearly state when our full remote learning offer will be available and will endeavour to move to our full offer as quickly as possible.

Our full remote learning offer includes daily activities in English and mathematics with other subjects being offered on a timetabled approach.

During the week, we aim to cover the same subjects that would be taught in class but there might be some limitations due to the nature of learning at home (e.g. PE lessons might be adjusted to physical activity).

Note: not all subjects are taught every week in school and the remote learning would reflect this (e.g. history and geography are taught in different half terms).

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:

- Key Stage 1: 3 hours a day on average across the cohort
- Key Stage 2: 4 hours a day on average across the cohort

Note: different children will complete activities at a different pace.

Accessing remote education

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

We use Tapestry for Early Years (Nursery and Reception) and Microsoft Teams for Key Stage 1 and Key Stage 2 (Years 1 to 6). Information about how to access these sites has been emailed to all parents and is available on our school website.

Our children in Years 1 to 6 are used to using Teams in school. We make use of a wide number of other online platforms to support individual subjects.

Links to these will be placed on Microsoft Teams

This includes, but is not limited to, MyMaths, Bug Club, Times Table Rock Stars, j2e and Espresso.

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 parents have difficulty in accessing online learning then they should contact the school office or discuss the difficulties with their class teacher through their weekly phone calls. We will work with parents to support access to remote learning, including providing an iPad or Chromebook for home use (for FS to Year 6) if needed.

School has contacted parents providing information on how to request iPads/Chromebooks, additional mobile data and internet access.

If pupils are still unable to access online learning, the parent may request printed materials and the school will discuss alternative methods of submitting work.

How will my child be taught remotely?

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

We publish a range of activities daily and expect children to engage with remote learning every day. For some English, mathematics and other subjects we organise a live Teams meeting to introduce the lesson and support children, we may post a recorded teaching video that shows a teacher from our school exploring the main ideas in the lesson.

Note: this may not be the child's class teacher but will be a teacher employed by our school.

There will then be independent activities and tasks for children to complete.

For Years 1 – 6, work will be submitted via Microsoft Teams. Reception parents can upload home activities to Tapestry.

For direct learning support, children can post questions on Microsoft Teams and teachers will be available (from 9.00-3pm) to answer them. In addition, there will be feedback for work submitted.

We will also deliver a range of other activities including assemblies, parent meetings and other school events.

We may also make phone calls home to talk about children's learning and any questions that parents might have.

Some examples of remote teaching approaches:

- live Teams meetings for whole class/year group lessons
- recorded teaching from school teachers (online lessons)
- recorded teaching (e.g. White Rose, Literacy Shed, etc.)
- instant messaging facility where pupils can message teachers to ask questions or clarify concepts (Teams Chat)
- class/group discussions (Teams Chat)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We recognise that organising home learning can be challenging. We have designed our offer so that it can be flexibly organised around the needs of each individual home.

We recommend that parents set out a clear timetable for children and that they aim to keep the start time as close as possible to the usual start of learning in school.

Overview of our plan:

- daily outline of activities to appear on Teams

- regular videos modelling English and maths learning activities will be posted to Teams.
- teachers available on Teams to discuss learning.
- receive regular feedback on classroom work in the form of personalised comments.
- phone call for pupil/parent to speak to a teacher or member of staff to discuss child's learning and wellbeing if needed.

For EYFS children (Reception) activities will be posted to Tapestry for parents and children to use throughout the day.

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

Through our online platforms, we will be monitoring the engagement from children.

We will contact parents if work is not regularly completed so that we can support parents with any difficulties.

Teachers will make daily checks regarding pupil engagement via the attendance facility on Teams or Tapestry (EYFS).

Where a child does not engage, they will be sent a reminder. Should a child continue not to engage, a member of staff will phone the child/parent and ascertain the reason (this may include technical difficulties accessing the work, lack of devices, etc.)

If a child has not engaged for a number of days, the school will follow its safeguarding procedures.

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 effective methods.

We will use a mix of different approaches to giving feedback

Pupils submit their work via Teams/Tapestry. Teachers can feedback on work directly via written comments or verbally via live meetings.

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. Our teachers and SENDCo (Special

Educational Needs Co-ordinator) will work with individual families to support their children's learning at home.

For pupils with SEND remote learning is personalised according to need. This may include physical resources and regular phone calls with a member of staff, or online sessions with a specialist.

EYFS children have learning activities uploaded daily to Tapestry, along with phone calls with their class teacher.

The SENDCo works closely with external agencies to identify if it is appropriate to offer therapy and support remotely to your 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?

This teacher will contact families within the first two school days of the isolation period to discuss how the school will support learning at home.

Those pupils that are self-isolating and are well enough to complete learning should complete the same learning tasks as the rest of the children in their class.