

Ranskill 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.

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, children will be given tasks to do that are easily accessible. There are activities, including work packs on the school website that can be accessed immediately by pupils and families. Teachers will be in touch via dojo as to what they require pupils to do in the first instance. As all pupils have a Microsoft 'teams' log-in, some activities will be posted on 'teams' so that any teething problems can be addressed. Pupils who do not have access to teams at home will be identified and paper packs will be produced.

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. For example, we have found that it is easier to use the 'duolingo' app to teach French, rather than trying to adapt our CGP school resource. In PE, we use a range of resources to help pupils stay active at home as pupils do not always have access to the same facilities we have in school. The art, design and technology and science curriculum have required some adaptations to ensure resources are available at home.

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; however, working at home is very different to working at school. We do not expect children to do any more than the work we send them, and if they are struggling with workload, please inform us so we can adjust their provision. These times include daily physical activity and reading.

Primary school-aged pupils (These timings are set by the government in guidance to schools)	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day
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Breaks and lunchtimes are recommended to take place. Pupils are not expected to do schoolwork outside of normal school hours.

Pupils who are unwell are not expected to complete work until they are well enough to do so. Please inform your child's class teacher that they are not well so that they are aware they will not be receiving any work and that pupils will not be involved in any live lessons.

The school will monitor any child that has not accessed the remote learning after two days (see p5 for further information).

In order to reflect their school day as much as possible, school work will be set to match the normal classroom timetable where appropriate to do so.

Accessing remote education

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

Our digital platform is Microsoft teams. This can be accessed via the app or on the website using office365. All pupils have a unique log in. Teachers will provide this.

Work (assignments) will be posted on 'teams'. Live lessons will be offered to all pupils as part of their remote education as well as using other video lessons.

Each class teacher will place tasks on their class page on the website if required/requested. (If all pupils can access work on teams, then there is no need to place work on the website too.)

On the website, there is a remote learning page, which contains work packs, links to educational websites and also a whole school home learning page for any activities that can be accessed by many/all pupils in school.

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:

We will issue our laptop allocation (3) to any families who have no or limited access to devices at home.

As a school, we have no allocation of devices that enable an internet connection (for example, routers or dongles). Parents who do not have a fixed broadband connection and cannot afford to increase their data allowance may be eligible for help to increase data allowances on mobile devices via the government scheme, details on the school website.

Paper packs will be put together for individual pupils if requested. These will be delivered or can be collected from school. Pupils can hand in work when a new pack is collected/delivered for teachers to give feedback on. This feedback may be done on the work and handed back or may be done over the phone or through dojo messages/portfolio.

How will my child be taught remotely?

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

- *live teaching (online lessons accessed through Office365 - teams)*
- *recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths Videos)*
- *use of slide show presentations (e.g. power point)*
- *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 (bbc bitesize)*
- *Internet research activities (KS2 only, if it fits with the curriculum)*

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?

Ranskill Primary School expects every pupil to engage with remote education to the best of their ability. This will be different for each pupil and family. Communication between families and school will help to ensure that each child is accessing learning at home.

It would be beneficial for parents to set a timetable for their child(ren). The school will try to help children with their timetable by setting subjects at similar times and days of the week.

The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible 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?

Microsoft teams shows whether pupils have viewed or handed in work. Pupils can also show us what they are doing at home by adding photos/work to their ClassDojo portfolio. If a pupil does not engage on two consecutive days, the school will call parents/carers to offer support and advice in helping them access the activities and to check that all is 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:

Teachers will give feedback to work submitted onto teams or onto ClassDojo portfolio after it has been received. This may well be outside of school hours. Feedback and marking will be in line with the school's policy. Teachers will not be required to attempt to reproduce in written form, the verbal feedback that pupils would be given during typical classroom teaching but feedback on pupils' work will rely on the teacher's professional judgement to determine how any feedback, including marking, is given.

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:

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Teachers will monitor the academic progress of all pupils, including those with SEND and discuss additional support or provision with the SENCO as soon as possible.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level.

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?

For those individual pupils self-isolating, remote learning will take a similar format to that stated above. On the first day of the self-isolation period, pupils will be offered activities through class dojo, the website and/or Microsoft teams depending on the class teacher and age of the pupils. On the second day onwards, pupils will be able to access Microsoft teams and will be set daily activities for the duration of their time away from school. Some access to live lessons may be offered (for example, if they take the form of discussion or assembly).

Parents/carers will be made aware that any feedback given by the teacher will most often be outside of school hours and new activities and tasks will be set the following morning. Feedback and marking will be in line with the school's policy.