

# Remote education provision: information for parents

## Tollgate Primary School

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, or in the event of school closure due to National lockdown.

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

**Remote Learning Lead:** Mrs Korth (Deputy Head of School)

### 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?

As a school, we have agreed to share learning weekly regardless of having children self-isolating. This means that as soon as children are sent home, they are able to access remote learning in line with the school's curriculum. All remote learning is shared on Tapestry under 'Memos' and can be accessed by parents. If paper copies of tasks are required, then these can be provided.

### 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. We will always prioritise English and maths lessons. English is planned by the class teachers and resources will be shared. In maths, we follow White Rose Maths; links to video inputs may be shared. Links to phonic videos on YouTube may also be shared. If appropriate, staff may provide links to National Oak Academy for some subjects.

### 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:

<b>EYFS</b> <b>Nursery &amp; Reception</b>	2 – 2.5 hours per day  (phonics, literacy & maths)
<b>KS1</b>	3 hours per day

<b>Years 1 &amp; 2</b>	(phonics, English, maths & one other)
<b>KS2</b> <b>Years 3 &amp; 4</b>	4 hours per day  (spelling, English, maths & at least one other)

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

Remote Learning will be shared via Tapestry ([tapestryjournal.com](https://www.tapestryjournal.com)). During normal term time, staff will share learning weekly, or every few days, for all parents to access. This will enable families to access to our remote learning immediately. Learning is shared under the 'memos' tab.

If a year group is self-isolating, or the school is closed to the majority of pupils, then the learning will be shared daily. Again, work will be under the 'memos' tab. The easiest way to access the remote learning is through a web browser.

Each class will have a class video call (via Zoom) at least once a week. The times and meeting details will be shared with parents. This will provide staff an opportunity to provide whole class feedback and encourage motivation to engage with remote learning. Children will be given an opportunity to share their learning, things they have been doing.

**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:

- During whole school closure, vulnerable children are invited to attend school each day.
- School have received some iPads (currently 5) to give to families to enable them to access remote education. These are set up with the apps the families may need during remote education. The iPads come in a case and with a charger. Families are asked to sign a lease before borrowing the iPad. It is then expected that children will engage with remote education. The iPad is returned at the end of isolation/school closure.
- Families can access increased data allowance through their mobile network. If they provide the relevant information to school, then we can apply for the additional data allowance. This is for families without a broadband connection at home.
- Paper copies of tasks will be available to support remote education, whether it is an individual isolating, a year group, or school closure. If an individual or year group are isolating, parents will need to contact school to arrange for a pack of work. In the event of school closure, packs will be available outside the main entrance each week. Photos of the remote learning can be added to Tapestry, or the pack of completed work can be returned to school.
- Staff are always available (by phone, email or Tapestry) to support with remote education. If parents/children are unsure about a task, then they are encouraged to make contact with school so we can offer support.
- In the event of a year group or school closure, staff will record video inputs for lessons. These will include the teaching and explanation of task. We would expect staff to model the task too. These should help clarify what is expected of the children.

### **How will my child be taught remotely?**

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

### **EYFS (Nursery & Reception):**

- Phonics, literacy & maths tasks will be provided daily. Other activities will also be provided e.g. art, tasks to develop communication & language.
- Video inputs will be provided by class teachers when appropriate to the lesson.
- Story time videos will be shared at least twice per week.

### **Key Stage 1 (Years 1 & 2)**

- Daily Phonics lesson – these may be the class teacher, or links to the DfE phonic lesson videos available on YouTube
- English and maths lessons will be provided daily. Video inputs modelling the task will be shared.
- Other subjects will be planned and shared during the week, these may include; art, Science, history or geography, RE, music, PE and PSHE.
- Story time will be shared at least twice per week.

### **Key Stage 2 (Years 3 & 4)**

- Daily spelling lessons based on the PiXL spelling scheme followed in school
- English and maths lesson will be provided daily. Video inputs for the tasks will be shared.
- Other subjects will be planned and shared during through week, these may include: art, Science, history or geography, RE, PE, music, PSHE, computing or French.
- Story time of the class text will be shared at least twice per week.

### **Whole School Expectations**

- Lessons will include differentiation to provide challenge for all pupils; those with a SEND need, but also the most able pupils.
- Where possible, videos will be recorded by the class teacher. Videos must include a quick recap of previous learning and a worked example so the task is clear.
- Assemblies will be shared twice per week – Monday and Friday.
- Links to National Oak Academy may be used for some lessons e.g. Re, Science

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

- Children should engage with remote education on a daily basis. We encourage each family to design their own daily routine to match their needs and commitments.
- Parents should support children in the learning tasks and offer help if the child is struggling.
- Parents should photograph completed work and share with staff on Tapestry as an observation. Staff will then comment on posts providing feedback.

## **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 engagement daily through Tapestry. Comments will be made on any work shared.
- All engagement is tracked by school staff. Once a week, the Senior Leadership Team analyse this engagement. Parents will be contacted by Miss Brookman if no engagement has been seen. The initial contact will be via ParentMail.
- If no engagement is seen over two consecutive weeks, then a member of the Senior Leadership Team will contact families via phone. These calls are to 'check in' with families and offer support as needed. A plan will be agreed to increase engagement moving forward.

## **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:

- Staff will 'like' or comment on all observations shared via Tapestry. Support staff may provide comments of encouragement, where as teachers will provide more detailed feedback.
- Where appropriate, teachers may provide whole class feedback in their video inputs, or separate videos.
- Quizzes may be used to assess children's understanding. If they are used, then we expect children to complete them independently without support. Quizzes will provide staff with information and help adapt plans to suit the needs of the children.
- If you are concerned about your child's progress, then please contact school to discuss with their teacher.

## **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:

- Some children may require personalised learning. Class teachers will make contact with parents via Tapestry, or the phone, to explain how learning is being adapted for individual children.
- Children in Nursery, Reception and Year 1 may require adult support to complete learning. Staff will endeavour to plan tasks that children can complete with some independence e.g. maths, writing tasks. For these age groups, it is important that they have an opportunity to rehearse their writing by talking aloud.

## **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?**

- Remote Learning will be shared weekly on Tapestry under 'memos' for any children having to self-isolate for a few days, or for a longer period.
- Children are expected to complete remote learning each day unless they are unwell themselves.
- Learning should be shared with their teacher via Tapestry.
- For individual children self-isolating, video links will be from commercial sources e.g. White Rose maths, National Oak Academy and will not be personal videos filmed by the class teachers.