

## **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 where national or 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**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

#### **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, where possible work can be adapted to suit each families own circumstances.

### **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:

Foundation Stage	There is no set guidance for this stage. Teachers have suggested possible session times and included opportunities for child initiated activities
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Key Stage 1	Government guidance for KS 1 pupils is three hours a day. We have organised the lessons and activities to be delivered within a flexible timetable to fit each family's circumstances. Our expectation is that pupils have 15 hours of remote learning activities across a week.
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## Accessing remote education

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

The school uses DBPrimary which is a virtual learning platform. Lessons and other activities are accessible for downloading. There are also videoed sessions with the teachers.

There are also some live sessions available on Team Class

### 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:

- Pupils in the Foundation Stage and Key Stage 1 are not eligible for government help for online learning. We have some Ipads that we can lend and parents can contact the school on [admin@ingatestone.essex.sch.uk](mailto:admin@ingatestone.essex.sch.uk) to enquire about borrowing one.
- For pupils not having access to online material can request hard copy resources from the school.
- Key work can be submitted to their teachers through photographs sent to the year group email via mobile phones;

Reception : [foundation@ingatestone.essex.sch.uk](mailto:foundation@ingatestone.essex.sch.uk)

Year 1: [year1@ingatestone.essex.sch.uk](mailto:year1@ingatestone.essex.sch.uk)

Year 2: [year2@ingatesone.essex.sch.uk](mailto:year2@ingatesone.essex.sch.uk)

## How will my child be taught remotely?

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

### **Foundation Stage**

Guidance letters sent out previously

Guidance pages added to DB Primary (Dough Disco & Handwriting)

Suggested daily timetable with clear instructions sent out each day.

A recorded video greeting message each morning

Pre-recorded videos with some clear teaching guidance

Activities designed to be engaging, accessible for all, flexible and able to be completed in a home environment.

Parents are able to email teachers to ask questions regarding any areas they do not understand or need clarification for.

Live sessions with groups of pupils incorporating activities and chat sessions

### **Year One:**

a recorded video message from the teacher every morning outlining the day and praising good work from the previous day (to be replaced by a live Team session)

PDF lesson plans and downloadable worksheets where appropriate

- recorded teaching when appropriate to the lesson
- maths workbooks sent home
- suggestions of online reading books available
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Live sessions with groups of pupils incorporating activities and chat sessions
- parents are able to contact teacher through Year 1 email
- Links to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **Year Two:**

- recorded video message each morning – talk about the work the children have completed so far, mention any good examples and set the expectation of what they should be doing for that day.
- link to Oak Academy if it is relevant to what we are teaching
- link provided to download any worksheets that are required for English lessons and the foundation subjects.
- maths workbooks were sent home. Any maths links also given.
- links provided to other websites as necessary to watch short video clips including BBC Bitesize, Topmarks. Maths games put on to reinforce and practise what children are doing in maths work.
- ability to continue with reading – Oxford Owls login given to all children.
- feedback is given to those children who have uploaded or emailed work.
- children are able to message teacher directly on dB
- parents are able to contact teacher through Year 2 email
- live sessions with groups of pupils incorporating activities and chat sessions

## 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?

- The expectations for pupils, parents and staff are detailed in our Remote Learning Policy on our website: [Remote Learning Policy November 2020-7712.pdf \(ingatestone.essex.sch.uk\)](https://www.ingatestone.essex.sch.uk/Remote%20Learning%20Policy%20November%202020-7712.pdf)

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

- Teachers can monitor when and how often pupils are engaging with remote education every day and how often they are submitting work.
- Initially any concern will result in the parents receiving an email from their child's teacher to enable them to seek any help they may need.
- If there is still little or no response the Headteacher will make a welfare call to the parent. We understand the pressure our families are under juggling working from home with remote learning and will work with the family to obtain the best outcomes.

### How will you assess my child's work and progress?

Feedback can take many forms and does not 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:

In this section, please set out briefly:

- Teachers will assess and feedback on work submitted during normal school hours.
- In Key Stage 1 they will aim to see at least one piece of work from English, mathematics and foundation subject and one other of the child's choosing.

In the Foundation Stage teachers acknowledge each piece of work that has been uploaded with either a star rating or a small comment. Particular work or activities are also added to the class blog with a positive comment and opportunity for peers to comment. Individual rewards 'stickers' are also sent out at the end of each day for good pieces of work.

## **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:

In this section, please set out briefly:

- For pupils with SEND not able to attend school their teacher, our SENCo and SEN TA work with the family to produce a programme that is accessible to the child. A variety of different methods as listed above will be considered as the most appropriate to use

## **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?**

Most of the resources available on the virtual platform will be accessible to download for use at home. Live sessions, feedback and videos will be limited to that which is reasonably possible for the teacher to provide while teaching full-time and planning for in school and remote learning.