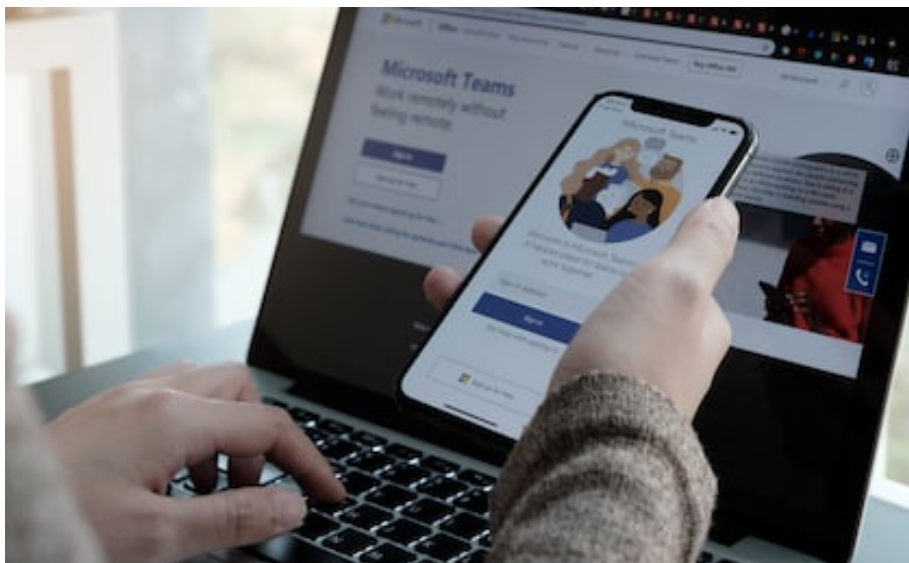




Grimoldby Primary School

Remote education provision: information for parents and carers



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 document.

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?

Remote learning should have little disparity from what is provided beyond the first day or two. However, it may be that staff need to alter resources or content to suit a large number of pupils accessing them remotely.

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 so long as it is reasonably practicable and appropriate. However, we have needed to make some adaptations in some subjects. For example, a practical Science investigation may be adapted or changed so that all pupils can access the content remotely.

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:

Reception	3 hours per day on average.
Key Stage 1	3 hours per day on average.
Key Stage 2	4 hours per day.

Accessing remote education

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

Pupils in Reception will be able to access remote education via *Tapestry*. This will include a variety of activities, videos and Phonics sessions.

Pupils in Key Stage 1 and Key Stage 2 will be able to access remote education via their account on *Microsoft Teams*. Work will be provided on a daily basis with a recommended weekly timetable.

All pupils will have access to a wide range of books through their *Bug Club* account, and all pupils in Key Stage 2 will have access to *Times Table Rockstars*.

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 know that every family's circumstances are different. We are able to lend a limited quantity of laptops or tablets to pupils in homes with no access to digital devices. Parents/carers are strongly advised to contact the school to discuss their circumstances.

We provide our pupils with exercise books and stationery, and these can be collected from school during our normal opening hours. Where materials can be printed, they will be provided upon request. These are also available for collection from the school. Work can be submitted by photographing and emailing it (for families with limited online access) or posted through the school letterbox (for families with no online access). Feedback will then be provided via a phone call to the pupil.

We also signpost families with limited or no online access to government initiatives such as increasing data allowances on mobile devices to support disadvantaged children.

How will my child be taught remotely?

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

- Live teaching/live daily check-ins with pupils. We do, however, limit the use of live teaching as we know many families share devices and cannot rely on device access at fixed times throughout a day.
- Recorded teaching (e.g. *Oak National Academy* lessons, video/audio recordings made by teachers).
- Worksheets provided by *The White Rose* for Mathematics.
- Digital or printed paper packs produced by teachers (e.g. workbooks, worksheets).
- *Times Table Rockstars* accounts (for Key Stage 2).
- *Bug Club* accounts (for the whole school).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Internet research activities (where appropriate).

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 daily weekday engagement from pupils with remote education and each class is provided with a recommended timetable to follow. However, we do understand and appreciate that every family's circumstance differs in terms of access to devices, childcare, support and arrangements. We therefore encourage families to take a flexible approach where required.

It is important, however, that all pupils try and maintain a routine for remote education. We therefore encourage families who are struggling to contact us to discuss options further.

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

Our teaching staff monitor remote education on a daily basis. If we notice that pupils are not engaging with remote education as much as we feel is appropriate, we will contact the pupils' parents to discuss this further.

Through *Microsoft Teams*, staff are able to see when pupils are engaging with remote education as well as viewing their submitted work. Staff maintain and manage their own records of pupil engagement to ensure that all pupils are accessing our full curriculum as much as possible. These records are then passed on to the Head Teacher to monitor on a weekly basis.

Through *Tapestry*, engagement is monitored in a similar fashion, with staff maintaining and managing their own records of engagement. These records are then passed on to the Head Teacher to monitor on a weekly basis.

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:

Methods of feedback may include (but are not limited to):

- Individual written comments
- Whole class written comments
- Providing answers for pupils to self-mark
- Phone calls
- Whole group video meetings
- Emails

Feedback will be provided as required to ensure all pupils continue to make progress whilst accessing remote education.

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:

As the needs of every pupil with SEND are so varied, we offer additional support based upon the needs of individuals. We ensure that our curriculum supports the emotional wellbeing of all of our pupils, including signposting families to further support. Our Special Educational Needs and Disability Co-ordinator (SENDCo) produces regular letters to all of our families detailing the latest and most relevant wellbeing resources and support.

For pupils with an Education Health and Care Plan (EHCP), we adapt work so that it is accessible based upon their needs. Regular wellbeing check-in phone calls are made (at least twice per week).

For pupils with an Individual Provision Plan (IPP), work is appropriately tailored to needs or additional support is provided. For example, for younger pupils where additional cognition and learning support is the primary need, resource packs are provided to enable a multi-sensory approach with remote learning.

Our SENDCo will make regular contact with parents whose children are on our SEND register and will continue to coordinate provision from external agencies (for example, pupils receiving speech and language therapy support).

For pupils in younger years, we aim for a greater use of video/audio input to reduce the need for pupils to read instructions or content. This also reduces the need for parents to support their child's learning throughout their entire time engaging with remote education.

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 education will be as identical to in-school education as circumstances allow. However, it may be that staff are not available to answer pupil questions or provide feedback as rapidly due to their in-school teaching commitment.

In the event where a self-isolating pupil's learning is unable to continue due to an error or a lack of clarity, we ask the pupil's parents to contact the school via telephone or email whereby we will strive to resolve the issue as soon as possible.