

Template for schools: share information about your remote education

Please read alongside Malvern Primary School Remote Learning Policy

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This is intended as an example template and school leaders can choose to use the most appropriate format for their setting. We recognise that not all questions will be relevant to your particular school and there may be additional information you wish to include. For example, special schools may want to include additional questions around access to wider support services that children and young people would normally receive in school, such as therapy sessions.

Schools can find further help and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or careers 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

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?

(See tiered approach detailed in remote learning policy)

Nursery (minimum 3hrs) • Daily synchronous session via Zoom. Focus may include: storytime, 'squiggle while you wiggle', counting / nursery rhymes, celebration of excellent work, news, whole cohort feedback and feedforward etc. • Daily asynchronous provision shared via Tapestry linked to PSED, CL and PD

Reception (minimum 3hrs) • Daily synchronous session via Zoom. Focus may include: storytime, play-doh disco, number songs, counting / nursery rhymes, celebration of excellent work, news, whole cohort feedback and feedforward etc. • Daily, colleague led, RWI session matched explicitly to current ability and in line with teaching in school. If necessary, RWI 1:1 session • Daily, colleague led, Power Maths session • Wider Curriculum provision • Non- screen time- including craft ideas, outdoor opportunities, games etc.

Key Stage One (minimum 3hrs) • Daily synchronous session via Zoom. Focus may include: storytime, coaching drop-ins, celebration of excellent work, news, whole cohort feedback and feedforward PHSE, etc.. • Daily, colleague led, RWI session (if appropriate) matched explicitly to current ability and in line with teaching in school and, if necessary, RWI 1:1 session OR daily English lesson in line with anticipated curriculum (including spelling) • Daily, colleague led, Power Maths session • Expeditionary learning, in line with current academic year PoS • Daily arithmetic / TTRS provision

Key Stage Two (minimum 4hrs) • Daily synchronous session via Zoom. Focus may include: storytime, coaching drop-ins, celebration of excellent work, news, whole cohort feedback and feedforward PHSE, etc. • Daily English lesson, in line with anticipated curriculum., including grammar, punctuation, spelling, reading and writing. • Daily, colleague led, Power Maths session. • Expeditionary learning, in line with current academic year PoS. • Daily arithmetic / TTRS / SATS companion provision. • Weekly spellings

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching 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:

Key Stage 1	Minimum of 3 hours
Key Stage 2	Minimum of 3 hours
Key Stage 3 and 4	Minimum of 4 hours

Accessing remote education

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

Asynchronous:

Tapestry / Seesaw / Oak Academy / Sats Companion / TTRS / Numbots / BBC Bitesize / Oxford Owl Online Library

Synchronous:

Zoom

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognize that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

School will issue any pupil unable to access a suitable device from home remote technology (subject to availability). This will usually be in the form of a laptop or iPad. Devices are provided with an enabled internet connection if required. This can be collected from the school office. If unable to attend the school office, school will endeavour to deliver a suitable device to the home address.

How will my child be taught remotely?

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

IN EYFS, our primary driver for asynchronous remote learning is 'Tapestry'. We have chosen this platform because our families and colleagues are accustomed to using this well-established technology with confidence. This will streamline the transition to a remote offer.

In KS1 / KS2, our primary driver for asynchronous remote learning will be 'SeeSaw'. Again, this is an established platform that will provide instant access to a remote offer, as and when need arises. Use of teacher led and Oak Academy video lessons will be used when appropriate. We understand that this offers our families the flexibility they require to assimilate home learning within their own routines and requirements. This form of asynchronous learning offers teachers more control over delivery and children more control over when and where they learn. However, we understand that this limits our ability to maintain our connectedness and engagement. We understand that being seen, understood and celebrated is of immense value to our learners. As such, children will be provided daily verbal and / or written feedback via Seesaw / Tapestry in order to celebrate excellent work and move learning forward. Zoom will be used daily as an appropriate platform to bring learners together to collaborate, receive teacher instruction and check the wellbeing of pupils and maintain connection. In addition, Zoom is used to provide coaching drop-ins for learners who require additional scaffolds to access learning. Although logistically complex, we understand that this synchronous methodology allows us to get closer to the dynamic of our classrooms, albeit from a distance. Teachers will use their expertise to utilise resources such as Oak Academy, BBC Bitesize, Times Table Rockstars, Oxford Owl and SATS Companion as 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?

Families should strive to provide a quiet space for pupils to access learning. It is expected that pupils will join the daily Zoom session and engage with asynchronous opportunities shared via Seesaw / Tapestry. Teachers will make telephone calls to ascertain the wellbeing of pupils they are unable to contact via Zoom and to ascertain their current access to remote technologies. Home visits and follow up letters will follow phone calls. When a pupil is unable to access a remote learning offer, school will offer bespoke support based upon individual requirements

Teachers will provide daily feedback to pupils about their learning and provide opportunities to celebrate the excellent work undertaken at home.

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

Teachers maintain a daily record of engagement with remote learning.

Worries or concerns are reported to SLT on a weekly basis. Phone calls, letters home and home visits are arranged to support families in improving engagement. Bespoke support offered on a case by case basis to support families access learning.

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 provide daily feedback to pupils about their learning. This feedback will be in written and / or verbal form via Seesaw Tapestry. In addition, Zoom will be used to bring learners together to share whole class feedback and address common misconceptions.

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:

Additional scaffolds and / or 1:1 sessions provided as appropriate for identified learners.

For youngest learners, (EYFS / KS1) additional opportunities for small group / 1:1 teaching provided for identified learners.

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?

(See remote learning Policy)

What Will We Do? School Notified of absence.

Access to digital technology ascertained

Pupil led work pack provided for self-led study sent via email, post or collected in person.

Class teacher to upload relevant materials from class to digital platform (SeeSaw / Tapestry)

Feedback given daily via SeeSaw / Tapestry.