

Naphill and Walters Ash Remote Education Guide for Parents



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.

The remote curriculum: what is taught to pupils at home

The children being taught remotely will be taught the same objectives in most lessons as those in school. The only differences may occur in subjects like games and art where at school a group football lesson can be taught and paint might be used in art.

The same objectives for all other subjects will be taught and covered. The children in school will access the same work as is covered at home and in many classes they will be using Seesaw along with those 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 in Yr1 and 2 broadly three hours a day and 4 hours in Key Stage 2. We do appreciate that some children will take some children longer than this, others will take less time. Children in Year 1 and Reception may be set less work to complete due to their age.

Accessing remote education

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

The school uses Seesaw (Key Stage 1 and 2) as its online learning platform. All children will be sent the login codes and parents can contact the school office if they are having difficulties accessing Seesaw.

The Reception children will access their work through Tapestry.

The teachers will often provide links via Seesaw and Tapestry to Oak Academy, BBC, and other online educational resources.

Seesaw allows for the work to be completed in a variety of ways; work can be done online directly or by viewing the work via a device but completing it on paper. Work completed on paper can be sent in to school, have photos taken and uploaded to seesaw or emailed to the school office.

If your child is using Tapestry you will need to photograph or video your child's work and upload it.

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:

- A pack of work will be ready for collection on a Monday morning from the school office.

- This work will cover the same objectives and have similar work as to that being covered remotely where appropriate.
- The children can complete the work on the paper/exercise books provided and to be marked they can either photograph it and upload to Seesaw/Tapestry, email the photos to the school office or send back the work on paper when they collect their next pack.
- Parents have to request these packs as teachers will have to prepare them and ensure the instructions for each week are included.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching e.g. Oak National Academy lessons
- recorded teaching completed by class teachers
- worksheets/activities that can be completed online or on paper with photographs of completed work uploaded to Seesaw
- printed paper packs produced by teachers (e.g. workbooks, worksheets, textbooks)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities that meet the guidance

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?

- Where possible we expect each child to complete the daily tasks set. Some tasks which are more research based may be set a longer completion date.
- Seesaw/Tapestry (and the packs of work) allow you to set a routine that suits everyone's home circumstances.
- Ensure that your child uses Seesaw safely and appropriately e.g. if uploading a video of themselves that they are appropriately dressed, not in their bedroom and that the language used is also appropriate.
- The teachers will report any safeguarding concerns to the Designated Safeguarding Lead.
- If you as a parent are experiencing any difficulties with the work or your child is, to either contact the teachers directly or the school office and to do so in a polite and respectful manner.
- Recognise that there may be times when completing the work just isn't right for you or your child and if that is the case let the teacher know.

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

- The teachers will check to see who is completing work each day.
- If after two days no work has been uploaded and we know that no pack of work has been sent home, parents will be called to see if there are any problems or reasons for the work not being completed.
- Teachers will also monitor what work is being completed in terms of subjects e.g. if no maths is being completed but the English is parents will be contacted.

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:

- When work is uploaded to Seesaw/Tapestry the teachers will respond with a comment which will;
 - a) Indicate where corrections may be needed and so the child will be expected to do them
 - b) Require more work to be completed or even re-done
 - c) Indicate the work is completed and so no further work by the child is needed on it
- Some work may be approved and not require any comment.
- If teachers notice that a child is really struggling with a piece of work then they will communicate via Seesaw or call parents.
- Work will be responded to in a reasonable time period; some teachers are supervising and setting the remote learning for children in school or may be taking games lessons and so not be able to respond immediately to finished work.
- The school will develop its use Zoom so that teachers can meet small groups of pupils each week in order to focus on giving feedback relevant to shared errors, misconceptions or need. This will be before Years 1-6.

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:

- The school's SENDCo – Mrs Green, will call parents of children with an EHCP each week if they are not in school to see how they are managing with work set. Some of this work may have to be far more differentiated than that set for the other children and Mrs Green will ensure it matches the needs of the child.
- Mrs Green will also oversee and monitor work set for the children with SEND and advise teachers where needed as to what can or should be set.

Year 1

- Parents have been provided with copies of resources to support learning such as sound mats, number word mats, writing toolkit, number cards, shape mat, handwriting formation mat, alphabet mat (with capital and lower case letters).
- Parents have logins for Mymaths, 'Teach Your Monster to Read' and Oxford Owls (for online reading books).
- Staff have outlined their expectations that Year 1 children will need adult support to introduce/teach/access the set activity and then the children are expected to complete the task independently.
- There is a balance of practical and recording activities (to mirror lessons in year 1).
- Staff have tried to support parents in what resources they can use at home to support particular lessons e.g. using Lego to make tens and ones when exploring numbers or make suggestions of how to approach the tasks in a home environment.
- Staff have recorded the smartboard as they model handwriting so the children have got a video of the demonstration on handwriting formation with spoken instructions over.
- Staff are planning to deliver phonics in a similar way with resources visible and voices recorded over.

Reception - Prior to starting a guidance letter was sent out explaining what was going to be offered and what was expected from parents and how they can access support (i.e. daily via Tapestry)

- Tasks online are very much in line with those that are occurring in school at the moment. Both online and in school, have taken on a slightly different format to what would be used in a typical working week.
- Staff will be provide a phonics lesson - this will take the format of a video lesson there will be differentiated videos.
- There will be a daily literacy activity based around a text which will be a chosen text for the week, for this half term staff have selected a range of traditional tales e.g. Little Red Riding Hood, Jack and the Beanstalk etc. These texts have been chosen as they provide a strong basis for literacy skills generally and are well known.
- There will be a daily numeracy activity based on a weekly theme i.e. adding, shape, measuring, subtraction etc.

- In addition to this there are 5 'weekly' tasks – a selection of play ideas/topic activities which link in with either the story theme or wider elements of the Year R curriculum.
- There will be weekly links to phonic games and numeracy games that tie in with that week's teaching and these will also be offered to those in school as a 'homework' activity.
- Logins to Oxford Owls, Phonics Play, guidance to access Bucks CC libraries and Books for Topics online texts have been sent out.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

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.

Teachers will set, where possible, some of the daily tasks being completed in school. These tasks will not look identical to what is being taught in school due to the fact that resources will differ, the whole curriculum can be covered in school and the style of some of those lessons may not suit remote learning e.g. Talk Partner work. The teachers will not check the work is completed throughout the day as they will be teaching the rest of the class and will do so when it is possible. If they see that no work is being completed then parents will be contacted.

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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.