**Remote Education Provision at Marsden Primary School -**

**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 if local restrictions require entire classes (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?

In the event that an entire class is required to stay at home, wherever possible, the children’s first week of learning will be uploaded to Google Classroom by the end of the first day. However, if notice of the isolation has arrived later in the day, then the work may not be uploaded until day 2.

Until then, children will have skills-based activities to complete to reinforce previous learning. The activities will be maths and literacy based and will not require any detailed input from staff as they will be straight forward to understand.

**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?**

Wherever possible, we teach the same curriculum remotely as we do in school as we recognise the importance of children having a broad and balanced curriculum. However, some adaptations are necessary due to the need for specific equipment that the children have access to in school. Therefore, some subjects may look a little different remotely compared to how they would look in school.

## 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:

|  |  |
| --- | --- |
| Primary school-aged pupils | A minimum of 3 hours per day in KS1 and 4 hours per day KS2 a weekly timetable will be provided to support families in delivering learning. It will be broken down as follows:  EYFS - Challenge grids will be based around activities/themes children would have been accessing in school covering the key areas of learning - M. Hanratty will upload a story time for the children to watch - There will be an age appropriate use of digital learning for EYFS children  KS1 - Daily phonics lesson - 5 literacy lessons  - 5 maths lessons - 1 foundation lesson per day  KS2 - 5 literacy lessons  - 5 maths lessons - 1 foundation lesson per day |

## Accessing remote education

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

Children’s learning will be uploaded onto Google Classroom. Children have their own logins to use to access their account. Here you will find any resources and worksheets your child needs to complete their weekly work.

### 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:

- As a school, we have worked with the DfE to provide laptops to those pupils who are eligible to try and ensure as many pupils as possible have access to the internet and devices. However we recognise that some families who were not eligible for support, will need alternative provision  
- If families have no access to the internet or devices to work on it is important to let school know as soon as possible so we can make alternative arrangements  
- We will arrange with parents whether work can be collected from the school office or work needs to be delivered to the pupils   
- Work will be paper based and textbooks maybe used   
- Arrangements will be made between families and individual teachers with regards to the return of work   
- Families with no online access will contact the school office via telephone if they need to speak to a member of staff with any queries

### How will my child be taught remotely?

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

- Recorded teaching from sources such as White Rose Hub and Oak National Academy   
- Powerpoint presentations  
- Worksheets   
- Textbooks (for those with no online access)   
- Video clips from sources such as YouTube and BBC Bitesize  
- Oxford Owl   
- Your child may be asked to carry out some independent research using the internet  
- SPAG.com\*  
- Mymaths.com\*  
- TT rockstars\*   
- Spelling Shed\*

\*Pupils will have their own individual passwords to access these websites

## 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 appreciate that remote learning is challenging for pupils, families and staff.

For those children who have parents/carers working from home, we understand the time challenges remote learning puts onto families, particularly those with young children.

Our aim is to therefore make remote learning as simple as possible for families to follow, whilst still provide appropriate challenge for pupils to support their learning.

Staff will endeavor to make activities easy to follow and for KS2 aged children, they should be able to complete the activities independently. EYFS and KS1 children may require some more instruction but they should be able to complete some work on their own for a short period of time.

Parents/carers will be given staff’s email address so they can contact staff for support. The school office will also pass on any queries.

Marsden Primary school will support families as much as possible during periods of remote learning. This will include welfare telephone calls.

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

Parents/carers will be encouraged to email children’s completed work to their class teacher so it can be checked. They may also have the option to return work via Google Classroom. Unless absolutely necessary, we will not ask for this to be done at specific times as we feel it adds unnecessary pressure onto families.

Where possible, teachers will upload answer sheets for tasks so work can be self-marked. Families can then contact staff if they feel that their child has struggled with a concept.

During welfare telephone calls, staff will check how well pupils are accessing remote learning and will offer any support that is needed. Staff can also monitor engagement via Google Classroom

We have tried to keep remote learning simple for families to access in order to encourage high levels of engagement and we have open lines for communication in order to support families.

### 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, work can be tracked on websites by staff and where possible pupils will self-mark and then contact staff if they have had a problem with a task for further support.

- Teacher’s may specifically ask that a task is returned to them by a certain date as this may inform future planning

- Pupils may have the option to return work to their teacher via Google Classroom. Staff can then provide specific feedback on a task or it may be a more general comment about a whole piece of work

- Work can be emailed to staff for them to check. Staff will respond to emails (during working hours) within 48 hours This may be a simple comment, or it may provide more detailed feedback

**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:

- Tasks will be differentiated for children with SEND and allocated to them via Google Classroom

- Where appropriate, teachers will send specific tasks to children with SEND via email or post

- Families will be able to contact the SENDCO with any concerns they have during remote learning periods

- We will continue to work with external agencies and families during periods of remote learning (for example meetings may be held online or via conference call)   
- Welfare telephone calls will be made

## 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?

If a pupil is collected from school to self-isolate, they will be given a ‘grab bag’ which provides activities for the pupil to complete for 2 days. This gives their class teacher time to prepare their remote learning.  
Wherever possible, children will be given the same work as their peers are completing in class. Some tasks may need to be slightly adapted (for example the maths work may be delivered by a video from WRH)   
We may feel it is appropriate to deliver some resources to pupils in order to help them access the same lessons as their class (for example a reading book or textbook).  
A timetable of work will be sent, and any resources needed will be linked. The same approaches listed above will be used.   
Welfare telephone call will take place during the period of self-isolation.