

## Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education at The Firs Lower School, 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.

### 1. 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.

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

We have prepared some materials that we can send home immediately that do not depend on where children have got to in the learning programme as they are based on useful revision of key concepts for the year group concerned.

### 3. 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- Where possible we teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, (changing maths lessons where they rely on equipment not available at home).
- Foundation subjects (such as art, music and history etc.) will not be taught in their entirety, although we will maintain a balanced curriculum, by selecting aspects (those most appropriate to be delivered in a remote learning setting) of all the subjects as part of the programme each day.

## 4. 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:

Saplings	Suggested creative and play ideas / focused activities will be provided but there are no guidelines on time set by the DfE
Year R	1-1.5 hours in manageable chunks
Year 1	2 hours
Year 2	3 hours
KS2	3-4 hours

## 5. Accessing remote education

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

All our remote learning materials will be provided using Google Classroom (this is the case for all the schools in Ampthill.) We have sent the contact details home but guidance is available by selecting the My Learning tab on our website.

### b. 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- If you contact the school office by email or phone we will be happy to help by providing paper based resources for your child.
- Paper home learning packs will be made available to parents/carers who have requested them every Friday on a table outside school.

## 6. How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- Each week in KS1 and daily in KS2, teachers will hold a 'Community Time' session on Google Meet for all pupils in their class. This will be an opportunity to discuss work for the week/day and to conduct fun team building exercises / activities.
- New topics will be introduced by either a recorded input from the class teacher or from another source e.g. the National Oak Academy resource.
- Activities for the children will be a mixture of activities to undertake, worksheets to complete or online resources to look at or interact with e.g. BBC Bitesize etc.
- All resources and links will be found on Google Classroom.
- A lot of activities will require children to work at a table / on a computer but some will ask them to take part in activities away from the computer such as those aimed at getting some exercise or other practical tasks.

## 7. Engagement and feedback

### a. What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Expectations for pupils' engagement with remote education:
  - ❖ Parents / carers will ensure their child can access the remote learning resources / join a Google Meet session.
  - ❖ The activities will be designed to enable children to work with reasonable independence but all children are of course will have varying individual needs and so a parent / carer will need to be available to intervene and give assistance, if needed.
- Parental Guidance on Firs Procedures for using Google Meet:
  - ❖ Parents / carers agree to the Community Time Sessions by giving permission to their child to have access to Google Classroom at home.
  - ❖ Each session will be recorded.
  - ❖ Children must be dressed appropriately and ideally access the meeting from a family space in the home.
  - ❖ Normal school rules and expectations regarding pupil behaviour apply.
  - ❖ Children will have their microphone muted and begin with their camera switched off, unless / until otherwise directed by the teacher.

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

- Children will be asked to 'Turn In' activities completed on Google Classroom and this will give teachers feedback on how children are doing and the progress they are making.
- If children are not completing work or are experiencing difficulties the class teacher will make contact either by email or telephone.

## **c. 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:

- Staff will use the feedback tools within Google Classroom to feedback to children.
- As part of the planning of activities, staff in each year group will decide (so there is consistency between both classes) which activities the children will receive feedback on.
- Children will be given feedback on key activities each week and this will be accessible to parents / carers via the child's login to GC.

## **8. 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:

- Where we feel that a child may need additional support or contact with staff, the class teacher or Special Educational Needs Coordinator will contact a parent/carer to discuss this.
- If a parent / carer is concerned about a child's well being or progress they should phone the school office on 01525 402735 or email their child's class teacher and we will be very happy to help.

## 9. 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 period of remote learning is likely to last no longer than 1-3 days (e.g. waiting for a test result), work will be sent home in printed form **or** left on the Google Classroom and this work will be appropriate elements of the normal planning being followed by the class in school.
- If the absence extends beyond more than 3 days (including a full self isolation period) **all** work will be shared via Google Classroom and will provide **daily** work as follows:
  - ❖ Literacy work - work drawn from the year group literacy programme and/or links to RWI online tasks, as appropriate
  - ❖ Numeracy work - drawn from the year group numeracy programme being followed in class
  - ❖ One additional activity drawn from science or a foundation subject
  - ❖ As much as possible, some key topics during the week will make use of online material such as from RWI, Oak Academy, BBC Bitesize or material prepared / recorded by the class teacher.