

# **Remote education provision: information for parents of Glebelands Primary Academy**

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.

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

We have launched our home learning in line with the background plan discussed within DLPT, we will use a combination of Teams and Purple Mash in which the children have been trained. Purple Mash was also used by all in the last lockdown so that there is familiarity for all. Parents have also experienced Teams as the means to access pupil progress meetings. We are largely aware of children who will have device / connectivity issues from the IT surveys and will get devices / data to them by the end of the week. Parents have been given contact details so that they can share any problems quickly.

### **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, practical subject like art, science, music and PE to ensure that home learners have access to any materials that might be required. We also fit far more into the school day than we can in three or four hours depending on the age of the child, so the key aspects within the curriculum will be the priority for every teacher.

## 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:

EYFS	2-3 hours with options to do more independently to ensure that children are occupied and have guidance to use their time constructively away from the screen
KS1	3 hours with options to do more independently to ensure that children are occupied and have guidance to use their time constructively away from the screen
KS2	4 hours with options to do more independently to ensure that children are occupied and have guidance to use their time constructively away from the screen

## Accessing remote education

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

The children have been given all of their passwords to ensure that they can connect with the curriculum being delivered, they can then access all of the resources available to them should they wish to do more.

Teams and Purple Mash for face to face and set work

My Maths (Y1-6)

Numbots (EYFS and Early Years)

Times tables Rockstars (KS2)

Learning by Questions (KS2)

Oxford Owl

Curriculum Visions

## **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:

- Teachers and SMT have worked together to use the information from IT surveys and contact with parents / pupils to identify any children experiencing device / connectivity issues or having to share devices.
- Devices have been prepared and collected from the school office or delivered to the doorstep of anyone either shielding or isolating. Mobile data is available for anyone experiencing difficulties with connectivity.
- All pupils have online access. Pupils are being given alternative means to complete work on line or are sending photographs to teachers for feedback. We are trying to avoid paper, due to the need to quarantine to avoid viral transmission. We are working towards 'assignments' within teams across KS2 so that the teacher automatically receives the copy of the work completed by the child; this is already facilitated within Learning by Questions. All children can place work in their Purple Mash folder for feedback. The children have been trained to do this.
- All pupils have online access, any problems with submission are being shared and overcome on an individual basis.

## How will my child be taught remotely?

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

We are using a range of approaches to teach pupils remotely. This will help us to meet the needs of all children. Below is an indication as to the extent to which they are used, along with subjects and key stages these approaches are used in, where there are differences. Sometimes the approach will vary to accommodate the subject matter within the plan. Some examples of remote teaching approaches:

- blogs – all teachers will plan in conjunction with their teaching partners and each have access to shared blogs within Purple Mash where they will set the timetable of work for their classes and place links to the live teaching for each individual class. The blogs include tasks and links to the activities that need completing. Teachers will also set work as 2Dos (within Purple Mash) where it can be saved into folders by the children. Teachers will also use Purple Mash to communicate via email with the children. Teachers in KS2 may also use Teams assignments as they and their children become increasingly confident with the system
- live teaching (online lessons) – these will take place within Microsoft teams and will vary in amount according to the years group / need for the week. Teachers will plan at least one daily meeting with their class. Links will be available within Teams channels and will also appear in the child's Teams calendar. For children who currently don't have Teams accounts (new to school and EYFS) links are also available in Purple Mash blogs where they temporarily log on as guests)
- recorded teaching (e.g. White Rose Maths, Oak National Academy lessons, BBC Bitesize/Teach as well as video/audio recordings made by teachers). These are all hyperlinked via the Blog within Purple Mash
- textbooks and reading books for pupils are available via Oxford Owl and Curriculum Visions, this will be supplemented by the books children have at home and any additional resources / web resources provided by the class teacher within the blog on Purple Mash
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences for example – Developing Experts for science
- Learning By Questions (LBQ) will be used within KS2 so that the teacher can see with ease and assess all responses to the work set

## 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?

Expectations at Glebelands:

- We expect all children to log on to the year group blog and follow the timetable for the day
- We expect parents to support their children with organisation / help as needed as a teaching assistant might in the classroom setting
- We expect parents to notify us of any issues as soon as possible so that we can find a satisfactory resolution

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

Teachers will:

- Look at the register of participants in online lessons and follow up any persistent absentees
- Teachers will look at engagement with Purple Mash, My Maths etc to ensure that children are keeping up with the workload
- Parent codes will be supplied so that parents can also track the activities in which their children are engaged on Purple Mash if desired
- Teachers will telephone / email parents with any concerns in order to help to resolve any issues

### 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:

At Glebelands we will:

- Look at work submitted online and provide feedback either to the group or individuals as appropriate.
- Some feedback will be instant – quizzes, self-marked in review session. Feedback may be given generally at the start of the next session. Teachers may also indicate within the 'to do' the submission date and how feedback will be given.

## **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:

At Glebelands we will:

- Maintain contact via the SENCo for children with high level needs working from home.
- Arrangements will be made with parents for interventions to continue with TAs and therapists where appropriate to do so
- Parents will be told if the session is to be recorded to safeguard TAs who might be lone working because of their personal situation
- The school based family worker will also continue to communicate with families on her caseload as appropriate

## **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?**

Whilst we are in lockdown the approach above continues as it applies to all.

We were able to trial this for children isolating in the Autumn Term. The approach is slightly different because it means that the vast majority of children are in school. Teachers will make individual arrangements with parents by phone, they will then invite children to all lessons via teams and enable them to play as full a part as possible in the school day, sending alternative for PE. Children who normally have individual / group interventions or speech therapy or clay therapy still partake in those interventions by zoom / teams. Children isolating are then largely able to follow the school day.

This approach has to differ slightly for children in EYFS who are able to call into taught lessons like phonics. They then have group / individual zooms to allow them to partake in focused activities and interventions in agreement with parents.