

Information about Remote  
Education  
at  
Seagrave Village Primary School  
2021



## **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 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?**

On the first day or two the children will receive a paper based set of resources to download from their MS Teams account. The work can be found in their class team, files. A printed version of this will be available on request.

All children were given a home learning exercise book to keep at home in December 2020. If this is full then they can request another one from school.

Pupils from year 2 to 6 have passwords and user names to access TT Rockstars

Pupils in EYFS and KS1 have passwords and user names to access Teach my Monster to Read.

Children will need to submit their work each day through MS teams or via email.

Class email addresses are:

EYFS@seagravevps.org

Class1@seagravevps.org

Class2@seagravevps.org

Class3@seagravevps.org

**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:

- 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,
  - PE lessons do not include team games and are more focused on individual skills, core strength and co-ordination; these will be delivered through pre-recorded videos.
  - Science practical elements are encouraged at home but we understand that some homes do not have the resources/materials to allow their children to carry out experiments. These lessons will be supported via live/pre-recorded content.

**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	2.5 – 3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	3- 4 hours a day

## Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

MS Teams

TT Rock stars

Teach my monster to read

Epic Reading

### 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:

- School staff will make contact with families that are not attending the live sessions. If the issue is due to lack of a device, they can collect a laptop from school.
- If parents need to request a device, they can contact the school office or head teacher via phone, weduc or email.
- MS form is used to request data or a 4G router – parents are aware of this through our online communication app – Weduc.
- All lent devices/routers/dongles are signed out and delivered or collected by the family. More information is available on weduc.
- Pupils/parents can request a printed copy of resources from the class teacher or school office. These can be collected from the school office on a Monday morning. If the family can't collect a delivery will be arranged.
- Parents that are not able to submit work in Teams or via email can send/drop off their child's work at school. The class teacher will arrange a verbal feedback session with that child.

## 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.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) – see timetable on Weduc and website
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – e.g. BBC Bitesize, TTRockstars, Teach my monster to read, EPIC reading.

## 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?

In this section, please set out briefly:

- All pupils are expected to engage with the live sessions unless there is a genuine reason they can't and we are unable to solve the issue with devices and data. Live lessons run throughout the day in KS1/2 and twice daily in EYFS.
- If pupils miss a live lesson they are expected to watch the recording and use the power points and resources within the files section of their Team to catch up.
- Pupils with a genuine reason not to engage in the live sessions will receive a paper pack and regular phone calls from their class teacher/teaching assistant.
- Parents are expected to support the school's offer by encouraging engagement, supporting them to join the live teaching sessions and being positive about learning. Younger children will need more support with independent tasks than the older children.
- Parents are expected to submit their child's work to the post section of teams or via email if the child is unable to do this themselves. We would like this to be submitted daily.
- Feedback will be received verbally during live sessions, via email when work is submitted and within the post section of teams. Older pupils will self-mark when appropriate and be encouraged to write positive comments about peers work if it has been submitted for all to see.

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

In this section, please set out briefly:

- During live sessions the class teaching assistant is monitoring the engagement of pupils and sharing with the teacher their ideas and answers.
- A register is used each day to monitor who is accessing live sessions, if a child hasn't accessed this will be followed up with a phone call so the school can offer support.
- If work is not being submitted, the class teacher will call the parent to offer support. (Checked weekly)
- If a paper-based approach is more appropriate for a child/family this will be offered and information shared about submitting the work.
- If there is still a concern and the above steps have been exhausted the child may be offered a place in school. This will be considered on a case by case basis and will be a last resort.
- Parents will be contacted by phone or email if there is a concern.

## **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:

In this section, please set out briefly:

- During live sessions children will receive verbal feedback, support to self-mark and reflect on their learning.
- Mini quizzes in KS2
- General whole class feedback during live sessions
- Feedback through online games (TTRockstars/Teach my monster to read)
- Pupils will receive feedback on any work submitted via email. If submitted in the evening feedback will be sent the following day.

## **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:

- Pupils with an EHCP or SEND which prevents them from accessing the live sessions will be given personalised work that can be collected from the school.
- Children with an EHCP will be offered a place in school. If this is not used then the class teacher will make arrangements for regular virtual contact to deliver/support the objectives within the EHCP.
- Remote learning for EYFS is based on pre-recorded lessons so the parent can access it more flexibly. The follow on activities will be age appropriate and linked with play-based activities. A pack of materials e.g. letter line, mini white board etc are available to collect from school.
- EYFS receive two live sessions a day in addition to the pre-recorded sessions. This covers registration, an introduction to the day, show and tell, star of the day, phonics and story time
- Year 1 children will receive the lives sessions described for KS1 children.

### **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?**

When a child is self-isolating the class teacher or support assistant will make daily phone contact with the child to talk about the day's learning and feedback from the previous day. A paper pack will be provided covering the same curriculum as being taught in class. This pack will be delivered to the family or sent via email if they are all in isolation.

Work can be submitted to the teacher via the class email.

Submitted work will be reviewed on a weekly basis.