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| **REMOTE EDUCATION PROVISION** | | | | |
| **Pennyman Primary Academy**  **Tees Valley Education Trust** | | | | |
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| Target audience: | All staff, 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 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?

Remote education provision will be made available immediately with work that can be completed independently. This will involve some of the following:

* Paper packs of work – including books, paper, worksheets, pencils etc.
* Access to work set by the teacher through Showbie
* Spellings through ‘Spelling Shed’
* Times tables through ‘Times Tables Rock Stars’
* Direction to readily available online resources
* CPG books for English and Maths

### 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:-

* PE will be different, activities will be posted on Seesaw by our PE Lead
* Science experiments may be different, but in some cases, may be modelled by the class teacher through Seesaw
* Practical work where it can’t be adapted to the home (such as design technology)
* Music – singing lessons will be posted weekly on Seesaw

## 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:

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| Nursery / Reception | 2 hours/3 hours a day |
| Key Stage 1 | 3 hours a day |
| Key Stage 2 | 4 hours a day |

## Accessing remote education

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

* SeeSaw/Marvellous Me/Spelling Shed/Times tables Rockstars/Sumdog
* School made videos shared on Seesaw/Emails
* Teacher made resources
* Assemblies via schools facebook page
* Weekly overviews by email to parents

### 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:

We will loan iPads to all pupils in KS1 and KS2. Parents can contact the academy office to arrange collection.

If required, we can support with internet connection. We have a number of SIM cards and routers available. Parents can contact the office for more information.

We provide printed versions of all work that is posted on Seesaw (along with workbooks and pencils). Parents can order one week in advance from the academy office.

Children are able to submit paper copies of work via digital platforms or a direct email to their class teacher. Paper copies can be returned to the academy but will be quarantined before passing to the class teacher.

### How will my child be taught remotely?

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

The academy will provide remote teaching via one or more of the following channels;

* live teaching (online lessons) using Zoom
* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* printed paper packs produced by teachers
* text and reading books pupils have at home
* 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

## 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?

The academy provides support to children and their families through the following:-

* Expectation of children:
* Complete the tasks set to the best of your ability
* Behave as you would if you were learning in school
* Ask for help from an adult when needed
* Engage with opportunities available
* Send your work to someone in school
* Read or listen to your teacher’s comments and respond to what they say

Parental support can be very varied, for example,

* setting routines to support your child’s education,
* setting up IT equipment and routers,
* accessing home learning,
* teaching guidance and advice,
* behaviour support
* supporting children to upload evidence to Seesaw/Emailed
* supporting children to access live zoom calls

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

Each academy will monitor and check all children’s engagement with remote education on a daily basis through SeeSaw and provide feedback. Engagement will be recorded on a weekly basis and a phone call made home if there are concerns with the level of engagement.

Should engagement be a concern, staff will make a phone call to support, and challenge where necessary, parents and carers to offer guidance. They will also talk to the child where required to find out any barriers to learning that can be removed.

Academies will monitor engagement and impact so we can act on any barriers for learning.

### 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:

Assessment and feedback of children’s work will be via the following

* Marking and feedback
* Comments via digital platforms
* Touch base phone calls
* Weekly Zoom session

Children will receive feedback on their work daily.

## 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:

Remote education for children with SEND involves some, or all, of the following:-

* Teacher videos of sharing a story
* Teacher videos sharing communication support
* Marvellous Me, sharing ideas and support
* Where children have EAL there is an interpreter button on the website to ensure equal access.
* Class pages on academy website are designed to ensure that the content is appropriate to their cognitive ability.
* We will arrange for resources that are linked to their cognitive ability.
* Suggestions for online resources that are suitable for their child’s needs
* Weekly face-to-face sessions via Zoom.

Remote education for younger children will take the form of the following

* Daily video recordings to support learning
* Shared stories
* CPG books

## 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?

Should a child be self-isolating they will be taught a planned and well sequenced curriculum with meaningful and ambitious work each day, including:-

* Print outs/Pack of work corresponding to the lessons being taught for those days
* Links to sessions or videos from teachers
* Seesaw/Marvellous Me/Spelling Shed/SumDog/Timestables Rockstars links
* CPG books/Schofield and Sims books
* Links to any external provision shared eg music