

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 or National restrictions or lockdown require the whole school, whole class or whole bubble to remain at home.**

For details of what to expect where school remains open and working as normal but an individual pupil needs a period of **self-isolation** and is staying at home, see the final two pages.

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.**

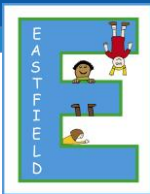
What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first instance of remote education provision, pupils will be sent home with age related printed resources in maths and English, along with workbooks, pencils and individual log on details for our high quality online remote education resources e.g. Purple Mash, Mathletics and Reading Eggs. Teachers will contact and check-in with the children to direct them to their remote learning as well as checking on the wellbeing of each child.

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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may make adaptations in some subjects. For example, weekly PE lessons may be replaced with a rainbow hour physical /well-being activity as PE equipment would not be required and accessible resources from home could be used instead. The planning and teaching of science, art and design and DT may be adapted as access to practical equipment i.e. physical resources, may not be available at home. The children will therefore be given the opportunity to view photographs or video demonstrations accompanied by a teacher explanation, to support their learning instead.





Remote teaching and study time each day

How long will the work take my child each day?

Primary school-aged pupils

Please remember to take regular breaks

EYFS (Class 1 and Class 2) - On average around 3 hours or less.

KS1 (Class 3, Class 4, Class 5 and Class 6) - On average around 3 hours per day.

KS2 (Class 7, Class 8, Class 9, Class 10, Class 11, Class 12, Class 13 and Class 14) - On average around 4 hours per day.

Accessing remote education

How will my child access the online remote education we are providing?

Our digital platforms for remote education are Microsoft 365, SharePoint and YouTube; to host our website and remote learning. The digital platform is used consistently across school in order to allow interaction, assessment and feedback.

Your child will be able to access daily remote learning from the school website, in the 'children' section by clicking on 'Home Learning' > Year _____ > Remote Learning. The PDFs that can be found provide information about what lessons your child will need to take part in at home as well as a set of sequenced work for daily Maths and English lessons and lessons in foundation subjects. We will use the format of PDFs in order to improve access to resources as they can be viewed on mobile devices more easily. In addition, these PDF learning packs can be easily printed or available via a designated school collection point and time. In the event that a child is COVID positive, we will post these PDF learning packs instead.

We will also provide access to high quality online remote education resources via:

- YouTube daily teaching videos
- Purple Mash





- Athletics
- Reading Eggs
- TT Rockstars
- Charanga / Yumu (Music)
- Tapestry (reception children only)
- Lexia (children with SEND only)

Our teaching videos on YouTube and the school website will ensure pupils receive clear explanations of new material through structured teacher modelling to support pupil's knowledge, skills and confidence.

If my child does not have digital or online access at home, how will school support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We will take the following approaches to support those pupils to access remote education:

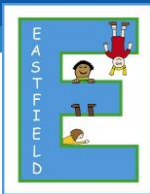
Access to devices

A 'Parental Access to ICT' questionnaire has been completed for all of the children in school. This has informed class teachers of which digital and online access your child has at home and which families are sharing a single device between multiple family members and which families have limited mobile data.

The senior leadership and inclusion team will scrutinise the information gathered from the questionnaires and rag rate the needs of our disadvantaged and vulnerable children in order to determine their barriers to learning. Initially, children who are classed as 'disadvantaged' by the government will be prioritised and therefore provided with digital devices or data.

Parents and pupils will also be reminded that remote access is possible through a Smart TV, X-box, PlayStation, Sky, Amazon etc. as well as a physical laptop or tablet if devices aren't available.





Distributing devices

Families who are selected and deemed in need of support will be contacted and given a collection point and time in order for them to collect a laptop and complete a user agreement to make them responsible for the equipment that they are loaning. Any parents who are in need of further data for their internet connection will be able to collect a data card.

Further information can be found in our Remote Learning Policy, which can be found on the school website. <https://www.eastfieldprimaryschool.org.uk/policies>

Parents can also contact the school office on 01902 558 604 or eastfieldprimaryschool@wolverhampton.gov.uk if their digital circumstances change.

Offline Remote Learning Packs

Staff will ensure that printed copies of the remote learning are available for those children who have no access to remote learning or no suitable online access. These offline remote learning packs will be sent home with children in the event of a class / bubble closure and then provided on a weekly basis via a designated school collection point and time. Printed remote learning packs will be posted out to parents if they are self-isolating due to being COVID positive.

Submitting Work

Families without online access can return the remote learning packs or exercise books to teachers at a designated drop off point and time. Alternatively, email can be used to send work to teachers for review and feedback. Screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Our youngest children can also submit photos, videos and observations via our Tapestry app.

How will my child be taught remotely?

As a school, we will ensure we are using remote teaching models pupils are already familiar with. For example, accessing work from our website or platforms such as YouTube. We chose YouTube as it can be played on mobile devices and games consoles as well as laptops, so is extremely accessible. Finally, we will try not to introduce new systems, as we think this could be stressful and confusing for our staff and families.

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

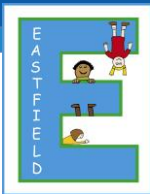




Examples of our remote teaching approaches are:

- YouTube / school website daily teaching videos - Our teaching videos will include teacher explanations of new content, which are sequenced to build on previous learning, targeted questioning, and scaffolded practice. This video will also feature staff explaining a topic to learners and getting them to pause the video and complete tasks such as questions, filling in the blanks, or research activities. In addition, these recorded lessons can be accessed later, making flexible use possible in the context of limited or shared device access.
- Timetables - Within our YouTube daily teaching videos, teachers will offer support to parents by sharing their visual timetable in order to show which subjects are the focus for that day's learning. It will also help to guide parents and pupils in what the focus is 'now' and what it will be 'next'. Reception parents, in particular will be supported to include 'learning through play' activities.
- Daily check ins - We will use zones of regulation at the beginning of the day / video in order to check in on the pupil's mental health and well-being, as well as develop a class community.
- Printed packs of remote learning - Teachers will provide a copy of the year group timetable and printed copies of remote learning that are sequenced to follow the National Curriculum expectations, our school curriculum and the visual timetable. The first packs will also contain log on details for our online resources and helpful 'how to' guides. Printed remote learning packs will be posted out to parents if they are self-isolating due to being COVID positive.
- 'How to' Guides (available on the website) - Information guides will be produced for parents and children to explain how to access remote learning on the website and how to access online resources such as Purple Mash, Reading Eggs, Mathletics, Charanga / Yumu and YouTube. The parents of children in reception will also be given guidance for how to learn through play and how to use tapestry for submitting work.
- Online resources - Regular use of high quality online resources (i.e. Purple Mash, Mathletics, Reading Eggs, Charanga / Yumu and TT Rockstars) will be used to support and assess the teaching of specific subjects or areas, including the use of video clips or activities.
- Assemblies - Children will be given regular opportunities to view an assembly delivered by senior teachers in order to develop a sense of community and belonging. Some assemblies will be linked to National awareness days e.g. Children's Mental Health Week, Safer Internet Day, World Book Day etc.





Engagement and feedback

Frequent contact between pupils and teachers is crucial. This contact may be through questioning over the phone, feedback on completed work, or some other form of on or offline exchange about schoolwork.

What are the school's 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 - We will expect children to engage and complete remote learning using daily teaching video lessons and online learning on a daily basis. This daily learning will take pupils between 3-5 hours each day (according to the child's age / Key Stage).
- Setting routines to support your child's education - Teachers will provide parents with a paper copy of the year group timetable in order to support them to structure their day and set routines. The daily YouTube teaching videos will also refer to this timetable and map out lessons for the day.
- Parental support - We will expect parents to work with their children and support them in their learning. The teaching videos will support both parents and pupils to ensure activities are completed and understood and submitted to school. We will also ensure our dedicated inclusion team are at the end of a phone to offer guidance and support to parents when needed.
- Submitting Work - We will expect families to return the remote learning packs or exercise books to teachers at a designated drop off point and time. Alternatively, email can be used to send work to teachers for review and feedback. Screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways.
- Tapestry - We will expect our youngest children to engage with their learning via the Tapestry app where they can submit photos, videos and observations.

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

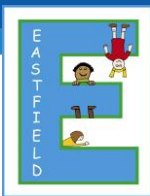
How will you assess my child's work and progress?





- Monitoring pupil engagement with remote learning - We will telephone pupils and parents at least twice per week and keep a log in order to assess the learning completed through questioning and discussion. Where children are not engaging parents will be informed at this point in order to explore ways to secure re-engagement.
- Assessing physically submitted work - Families who have returned paper copies or exercise books to teachers (via the designated school drop-off point) will receive individual weekly written feedback containing positive points and areas for development.
- Assessing work electronically - Families who email screenshots, photographs, work or videos to teachers for review and feedback will receive individual weekly responses containing positive points and areas for development.
- Adapting teaching practice - Following discussions and questioning with pupils, teachers will adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding and engagement.
- Monitoring pupil engagement with remote education provision - We will monitor pupil engagement through participation and motivation levels on our high quality online remote education resources of Purple Mash, Mathletics, TT Rockstars, Charanga / Yumu and Reading Eggs.
- Assessing work online - Daily feedback will be given via our high quality online remote education as Purple Mash, Mathletics, TT Rockstars and Reading Eggs will set, mark and provide feedback via quizzes and tests.
- Feedback through online learning - We may feedback to the whole class via the noticeboard on Purple Mash. We will also feedback to individual pupils via the comments section on Purple Mash and Mathletics.
- Certificates of achievement - Feedback will be available via Purple Mash, Mathletics, TT Rockstars and Reading Eggs as pupils are awarded certificates of achievement when they have mastered a particular skill or aspect of learning.
- Recognition - We will celebrate pupil engagement and the work that has been submitted by awarding house points; choosing children to be the 'worker of the week'; putting posts on Facebook and giving individual pupil shout outs in the teacher's daily teaching videos.
- Tapestry - Our teachers in reception will add comments and 'like' any evidence, such as photos, videos and observations that will have been submitted via the Tapestry app.





Additional support for pupils with particular needs

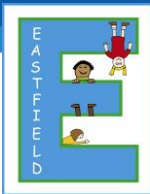
How will school work with me to help my child who needs additional support from adults at home to access remote education?

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:

Pupils with SEND

- Pupils with SEND will receive phone calls from teaching staff to offer support for learning, engagement, and wellbeing. In these calls, parents and carers will be given suggestions for how to approach the work and will also be given ideas for additional resources that could be used as support. In addition, the daily teaching videos will refer to differentiation of work and Lexia. Mathletics, Purple Mash and Reading Eggs will have tasks set to your child's level. The children will need considerable support from parents to access their learning, so a little and often approach will help.
- The SENCO will record a video to explain the 'little and often' approach and ways to support their children whilst at home. Parents will also be directed to useful sections of the school website for resources, help and advice.
- During a National lockdown, all children with an education and health care plan (EHCP) will be offered a place at school, where it is safe to do so. We will strongly encourage parents to take up that place so that their child's individual needs can be met within school. The children with an EHCP who are not attending school will receive at least a weekly phone call from our Special Educational Needs Coordinator (SENCO) Mrs Warlow in order to ensure that pupils continue to have their needs met while learning remotely.
- Moreover, the school's inclusion team will meet (virtually) on a weekly basis to discuss any concerns regarding vulnerable children including pupils with an EHCP.





Pupils in reception and year 1

- Through our YouTube daily teaching videos, reception parents will be supported to understand a less formal structure to the day through references to a visual timetable in order to understand what the focus is 'now' and what it will be 'next'. The remote education provided will be in line with the EYFS curriculum with a specific focus on prime and specific areas. Parents will also be encouraged to include 'learning through play' activities and will be given 'how to' guidance for this. Our youngest children in reception will have access to an app called Tapestry where parents can submit work, photos, videos and observations and get daily feedback from staff via 'likes' and individual comments. Moreover, phonic support will be provided for the children in reception and Y1 through a YouTube teaching video from our English leader, Miss Lea.

Remote education for **self-isolating** pupils

This section applies in situations where school remains open and working as normal, but an individual pupil is unable to attend lessons and is otherwise well and able to work, e.g. a period of advised self-isolation.

If my child is not in school because they are **self-isolating, how will their remote education differ from the approaches described in the rest of the document?**

The main differences between the approaches **if local or National restrictions require the whole school, whole class or whole bubble to remain at home** and **self-isolation** in normal school opening are:

- Once school has been notified that a child requires **self-isolation** and they are well in themselves, daily remote learning will be uploaded by teachers on to the website ready for the next morning.





- A set of well-sequenced work will be provided for daily Maths and English lessons and lessons in foundation subjects. Reception children on the other hand will receive daily Maths and English lessons and learning through play activities that focuses on the prime areas of learning: communication and language, personal, social and emotional development (PSED) and physical development. When work is completed, teachers will expect to see it handed in virtually or given in on the child's return to school.
- Parents will be contacted via telephone on day 1 of their child's [self-isolation](#) to inform the parent about the daily remote learning on our school website.
- Skills and strategies required to complete the daily remote learning will be discussed via a recorded teaching video. The teaching video will include a teacher explanation and an overview of activities to complete.
- Paper based copies of the remote learning will be posted out on request for those children who are [self-isolating](#).
- Children who are [self-isolating](#) and do not have online access to remote learning can be loaned a government-funded laptop on request and will therefore need to complete a user agreement to make them responsible for the equipment that they are loaning.
- Pupil engagement with remote learning will be monitored and teachers will make phone calls home to check on learning achieved and provide feedback.

