

Peterborough Diocese Education Trust

Remote Education Information for Parents / Carers

The purpose of this document is to share information regarding what to expect from Pytchley Primary School in terms of Remote Education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

What Is Remote Education?

Remote education, sometimes referred to as remote teaching and learning is, broadly speaking, any teaching and learning that happens outside the classroom, with the teacher not present in the same location as the children. This can encompass online learning, delivered through digital technologies or learning that involves workbooks and other paper based resources.

Some remote education can be delivered live. Other remote education can be prepared by teachers beforehand (e.g. recorded sessions or provision of other materials) and then can be accessed by the children at a later date.

Remote teaching can be delivered by the children's class teachers or by other teachers / personnel nationally.

Accessing Remote Education

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

At Pytchley Primary School we are using Google Classroom as the main platform in addition to Zoom.

Children will also be able to access Purple Mash and TT Rock Stars to support their learning.

We have set up one interactive platform, Google Classroom, as a single point of access for all of our remote education resources. This means that all resources that need to be accessed can be found in one place. Such resources include the weekly / daily timetable and the learning resources that are needed for each lesson (e.g. web links or posted resources). It also means that children can submit their work on the same platform and teachers can provide the necessary feedback.

- We also use the online tool, Zoom, which enables access to our live provision. Zoom links can also be found on the interactive platform. We use Zoom links for:
 - Welcoming children to the school day each morning
 - Live teaching sessions for Literacy and Phonics
 - Class / group feedback sessions
 - Collective worship
 - Class reading time
 - Pupil welfare calls.

We encourage all our children to access this platform using a laptop if at all possible. Evidence suggests that children tend to spend longer accessing a remote lesson when they are using a laptop rather than when using a tablet or a phone.

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

At Pytchley Primary School we have laptops available to loan to families. If you require a device then please contact the school on head@pytchley.northants-ecl.gov.uk

The devices have been set up to work as standalone devices.

These will be delivered to your home and you will be requested to sign an agreement on receipt of the devices.

Instructions on how to access Google Classroom are also available either electronic or as a paper form.

If you require printed work then please contact head@pytchley.northants-ecl.gov.uk and the resources will be printed out and delivered to you by a member of staff.

If you are not able to submit work online then please contact the school and we will arrange for work to be safely collected.

We recognise that some children may not have suitable online access at home. We have asked all parents to let us know if this is the case so that we can help.

We have taken the following approaches to support children to access remote education:

Devices:

- We have been able to reassign some school laptops for pupil use at home with an accompanying loan agreement.

Internet Access:

- We have been able to access devices that enable an internet connection e.g. 4G wireless routers or dongles for some children.

If your children are still unable to access online, please contact the school office as soon as possible, if you have not done so already.

If children are unable to access online learning despite the measures taken above, we have put in place a system for collating and distributing paper packs of remote learning which match, where possible, the curriculum that is being delivered online and in the classroom.

We:

- Download and print online materials (where possible) to provide paper copies e.g. Oak National Academy resources.
- Provide paper copies of any teacher devised resources.
- Provide published workbooks aligned to our Maths and English curriculum e.g. White Rose workbooks, CGP workbooks.

We have also provided exercise books for all children to work in and writing tools where necessary e.g. pens, pencils, rulers.

Parents are encouraged to return their child's work to their class teachers - the times for each piece of work to be returned are on Google Classroom, as these vary for each class and piece of work. We encourage you to take photos of their child's work on their mobile phones and submit this through Google Classroom, if this is not possible work should be delivered to the school office or contact the school to arrange a collect time.

The Remote Curriculum: What Is Taught To Children At Home

Will my child be taught broadly the same curriculum as they would if they were in school?

The answer to this question is 'yes'. The aim of any education is to deliver a high-quality curriculum so that children know more and remember more. Remote education is just another way of delivering our curriculum. We deliver the same curriculum remotely as we do in school, wherever possible and appropriate. Just like the classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks they need to move on to the next step.

Where we have taken the decision to use online resources, we have selected these carefully and have taken the time to match these resources to our long term curriculum plans for individual subjects. We have then matched online sessions within each sequence of work to those that are taught in the classroom. We follow the White Rose Maths sequences of work in school. We have therefore matched the White Rose daily lessons published online to our normal Maths curriculum. Similarly, our sequences of work for Science, History and Geography have been matched to the Oak National Academy online resources, session by session.

Our Literacy (and Phonics) curriculum is delivered 'live' by our teachers. Hence, the same classroom curriculum is accessed by all children.

However, we have needed to make some adaptations to the PE curriculum. Replicating on site PE lessons is not easy remotely. We provide video demonstrations where possible and provide alternative online resources so that your child still has regular physical exercise throughout each week.

Remote Education Time Each Day

How long can I expect work set by the school to take my child each day?

The government expects schools to provide the following amount of remote education (including remote teaching and independent work):

Reception (EYFS)	Less than 3 hours a day
Years 1 and 2 (Key Stage 1)	3 hours a day as a minimum
Years 3-6 (Key Stage 2)	4 hours a day as a minimum

However, we view the above as an absolute minimum and aim to provide remote education that reflects that of a normal school day. English, Reading, (Phonics depending on the age of your child) and Maths are provided daily, as they are on-site.

We issue weekly / daily timetables that reflect a normal school day. Whilst we expect a normal school day to be worked remotely by children, we recognise that this will not always be practical. However, we provide a timetable so that a routine can be established; a routine can prove beneficial to children and support them in the management of their school work. Live whole class reading sessions are included each week, in addition to live collective worship as part of this timetable.

How will my child be taught remotely?

We ensure that our remote education includes the important, key principles of effective teaching. We provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons.

Whether we deliver live lessons, recorded sessions provided by our staff or select nationally available, quality recorded sessions, we ensure that the remote teaching includes the following:

- Clear explanations
- Teacher modelling and scaffolding of new knowledge
- 'Chunking' learning in to small parts (it is often harder for children to concentrate when being taught remotely)
- Opportunities for children to practice
- Opportunities for children to apply their new knowledge
- Assessment of children's learning taking place and future adjustment of teaching accordingly
- Feedback to children on how to progress.

We do not expect our children to discover new content for themselves through long term projects and long term internet research.

We also make sure that our remote education is interactive where possible so that children can ask questions about their work (please see the engagement and feedback section below).

We have clear and high expectations of children when accessing remote education and we communicate these to the children at all times.

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

- Live teaching (online lessons) - daily for English lessons and phonics sessions. We try to stagger these across year groups where possible so that children with siblings can access them in the context of limited or shared devices.
- Recorded teaching - daily for Maths lessons provided by White Rose teachers.
- Recorded teaching - video recordings made by our teachers in a range of subjects.
- Recorded teaching - video recordings made by other teachers e.g. Oak National Academy lessons for Science, History, Geography. Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared devices.
- Online resources from available websites supporting the teaching of specific subjects, including video clips e.g. BBC Bitesize.
- Teacher devised resources posted online.
- Commercially produced workbooks provided by school.
- Printed paper packs produced by teachers (e.g. worksheets).
- Reading books provided by school.

We purposefully provide remote education in a different way for our youngest children. (Please see page 8.)

Please note:

A pupil's first day of being educated remotely might look slightly different from that outlined above while we take all necessary actions to prepare for a longer period of remote education. We will need a little time to post online the remote learning tasks that have been matched to the classroom curriculum and provide the timetable for the rest of the week. We will, however, on the first day of remote education, send home some learning tasks that can be completed e.g. certain pages identified in CGP workbooks.

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?

We expect children to access the full daily timetable where at all possible and engage in all remote education provided, in the same way as they would engage in school. However, it is more difficult to engage and motivate children remotely than when they are in the classroom. There are more distractions and we, as teachers, are not physically present.

We have taken time to try to make our remote education engaging for all children. For example, we try to make sure different types of tasks and activities are alternated. We also try to build in rewards to make learning more 'game-like'. We also aim to make our remote education as interactive as possible, including enabling peer interactions each day.

Engagement increases when children feel part of the school. Whole-school collective worship is therefore provided in addition to class welcome time first thing in the morning, whole class reading sessions and group feedback sessions. We want our children to continue to feel part of the school community even when learning remotely.

Without putting an unreasonable burden on parents, we ask that parents help support their child's learning by:

- Ensuring that their child can access the remote education provided, online if at all possible but paper-based packs otherwise.
- Providing a quiet space to work if possible.
- Setting routines e.g. having breakfast and lunch at a set time.
- Helping children with the technological aspects of online learning.
- Offering help with specific learning tasks if possible.

We also ask that parents follow the guidance outlined in the Remote Meetings and Live Teaching document that has been circulated to parents for live teaching sessions and that parents have shared the relevant expectations outlined in the document with their child.

Where Catch Up tutoring sessions are also accessed from home, we ask that parents follow the home tutoring agreement.

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

At Pytchley Primary School we will monitor attendance daily, this is both being present during the live sessions and also through the work which is returned to the school. In the first instance, if we are concerned about a lack of engagement then we will telephone parents to understand why this is an issue. There are several options which can be discussed during this phone call. If devices, connectivity are an issue, engagement and concentration levels for the child or time. A plan will then be made in order to increase engagement, this will be based on the individual needs and requirements.

If this lack of engagement continues for the next two days then a letter outlining expectations will be sent.

Case will be dealt with on an individual basis.

In order to ensure we know that children are engaging with remote education, we complete a register of children who are accessing live sessions. We also keep a record of work submitted so that we know if your child is completing the tasks set.

It is our expectation that all children should engage with remote education. If a child is not, we will contact the parent by phone and discuss how we can address any barriers that are hindering engagement.

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

Feedback and assessment are still as important in remote education as in the classroom. As teachers, we assess children's work and progress continually, through their contributions in lessons, through talking with children and through the work that they produce. Such assessment continues in remote education. However, it can be more difficult to give immediate feedback to children remotely than in the classroom.

We have adopted the following approach to ensure giving feedback still happens effectively:

- In live sessions children can contribute in a number of ways e.g. verbally answering teacher questions, using the chat function to submit their contributions. Immediate feedback can then be given individually and to the whole class as judged necessary.
- The use of online quizzes enables children to see immediately which questions they have answered correctly or otherwise.
- Small group and individual sessions (called interventions) have also been set up to ensure those children who need extra work on specific areas are able to access this.

As you can see from the above, feedback to children about their learning can take many forms and may not always mean extensive written comments for individual children. Frequent contact between children and teachers is crucial.

Additional Support For Children 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?

Children who have EHCP/IEP will be offered support remotely through Zoom sessions with support staff. These will be set up based on the child's targets and will be delivered at least twice daily. Wherever possible this will be with the member of staff who supports the child in school.

Where remote access is challenging, children will be invited into school to attend short support sessions, risk assessments will be produced.

Children with special educational needs and disabilities (SEND)

We recognise that some children with 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 work with parents to support these children.

We:

- Adapt learning tasks provided, as appropriate.
- Provide individual / small group live sessions to focus on specific targets.
- Speak with parents on a more regular basis and at least once a week to discuss how remote education is working from their perspective.
- Ensure pastoral calls are carried out with the child (and the parent as appropriate).

The very youngest children

It is recognised that the very youngest children learn through play and that they should not be sitting in front of a screen for long periods of time. Therefore, we adopt a different approach to remote education for our very youngest children.

We:

- Provide 2 x short live teaching sessions per day, one focussing on Literacy (including Phonics) and one focussing on early Maths.
- Prioritise early reading in the learning activities provided and ask parents to prioritise these.
- Provide learning tasks that are practical that can be completed at any time of the day, when it works for parents to access these with their child.
- Suggest learning activities that can take place through play.

Remote Education For Self-Isolating Children (When Their Bubble Is Not Self-Isolating Or Not During A National / Local Lockdown)

Where individual children need to self-isolate but the majority of their peer group remains in school, the remote education will differ slightly from the approach for whole groups, due to the challenges of teaching children both at home and in school. Please be reassured that we put in place remote education for any self-isolating child to access a planned and well sequenced curriculum with meaningful, learning tasks.

In this instance we aim for your child to access live teaching throughout the school day through the online tool, Zoom. Your child will be contacted at the end of each day for a feedback session.

Where a child cannot access live teaching, learning tasks will be sent home that have been matched to the curriculum delivered in the classroom, similar to the approach outlined above.