



Tatworth
Primary School

**REMOTE EDUCATION
INFORMATION FOR PARENTS**

July 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 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?

During the first day of remote learning please can you check and access your child's remote learning email. This is the email that has your child's first and surname @tatworthschool.co.uk. Education provision will be made available at the start of the first full day of remote learning.

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.

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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| Primary school-aged pupils | 3 to 4 hours a day activity time plus time in between for breaks and lunch. There might be some research tasks or independent tasks such as reading or Spelling Frame or Times Table Rock Stars. |
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Accessing remote education

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

All children will access their learning through Microsoft Teams.

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:

- Parents/carers can contact the school and request to borrow one of our eight laptops available for lending out. We also have one iPad too.
- We have one dongle which can be lent out for internet access.
- If necessary, we can provide paper copies of the PowerPoint slides shared on Microsoft Teams, but these will need to be collected from the school.
- Children need to upload work as directed by their class teachers or put it in an exercise book for checking at the end of the self-isolation period.

How will my child be taught remotely?

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

Remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Read Write Inc. lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks 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?

- Our expectation is that an area can be created at home for each child to learn remotely.
- We would appreciate parents setting a routine and expectation to complete the work similar to that at school.

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

- We will check pupils' engagement with remote education each day similar to taking a register.
- We will inform parents and carers of any children not signing on and engaging with tasks in case support is needed.

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:

- Each day the teachers will review uploaded work, and this may result in direct feedback to a child or feedback to inform future planning and class work.
- Children will receive contact from their teacher at least once a week; this could be an email, phone call or on-line Teams message.

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:

- We will have a telephone conversation with any children who are in receipt of an EHCP before starting a child's remote education.
- For children in Reception Class, we will also use Tapestry as a way of offering remote learning.

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?

- Work will be sent home via email for any individual children to complete. This work will be emailed each day by 11 am and will consist of at least maths, English and one other subject.
- This work should be returned to school after the self-isolation period.