



## **Fenland Federation of Marshchapel Infant and Grainthorpe Junior School Remote Education Provision: Information for Parents and Guardians**

This information is intended to provide clarity and transparency to pupils and parents/guardians 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 remote education during the first day or two of pupils being sent home?**

- Children will be able to access remote learning that is set by their class teacher. Tapestry (Nursery and Reception) and Class Dojo (Years 1 to 6) will be the primary ways for teachers to communicate with parents, guardians and children. For any parents and guardians who cannot access remote learning, they will be able to access the 'hard' copy materials that have been sent home.

### **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 made some adaptations in some subjects. For example, we no longer teach our normal PE curriculum but provide alternative ideas for keeping fit and exercising during any lockdown.

### **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 (Reception)	Broadly up to 2 hours
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Key Stage 1 (Years 1 and 2)	Broadly up to 3 hours
Key Stage 2 (Years 3, 4, 5 and 6)	Broadly up to 4 hours

## Accessing Remote Education

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

The school continues to use Tapestry and Class Dojo as the way of communicating with parents, guardians and children for teaching and learning opportunities.

Daily teaching and learning opportunities are provided. These are a combination of lessons that may be recorded and signposting to websites for specific activities on given days.

Recorded lessons are an effective way of delivering remote learning as it allows families with limited access to the internet to plan when their child(ren) can have access to the internet. It also means that lessons can be replayed and paused. We also signpost parents, guardians and children to websites we use in school as a way of delivering elements of our curriculum. You will be familiar with White Rose for Maths, Lexia and Bug Club for reading, and Charanga for music to name just a few. We also use Oak National Academy and BBC Bitesize.

A high level of communication is maintained through the use of Tapestry and Class Dojo as parents and guardians can correspond with their child's teacher or other member of staff who may be providing remote learning.

The school makes weekly calls to families to ensure parents, guardians and children can access the school's remote learning provision and members of staff are available to answer any questions or queries regarding it.

### 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:

During Term 2 2020, before Christmas, school provided each child with a home learning pack. The resources (CGP books with stationery, exercise books and Maths equipment) enable children to engage in age-appropriate learning if they are having difficulty with internet access.

- The school will identify children and families who do not have access to the internet. They will be supplied with a laptop or tablet to support remote learning.

- If families are using mobile phones to access remote learning and they have insufficient data to do this for a sustained period of time, the school may be able to make SIM cards with 30G of data available to them.
- All loaned devices will allow parents, guardians and children to access remote learning.
- Where devices are loaned but are not used for remote learning, they will be recalled by the school.
- Any remote learning that the school sets will not require the need to print off materials.

## **How Will My Child Be Taught Remotely?**

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

- Recorded and live teaching is shared and pupils have the chance to discuss with members of staff the follow up activities and next steps for learning
- CGP textbooks for all pupils (Years 1 to 6) to complete as directed
- 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
- Learning packs to support online learning can be printed at school for a Friday collection

## **Engagement and Feedback**

### **What are your expectations for my child's engagement and the support that we as parents and guardians should provide at home?**

- We expect all children to engage with remote learning and that their parents or guardians will help them with it as necessary.
- Parents and guardians should communicate with their child's class teacher if they require any support or guidance. Teachers are available to respond and reply to any messages left on Tapestry or Class Dojo on a daily basis.
- Parents and guardians should endeavour to complete learning on a daily basis.

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

- Parent/guardian and child engagement with remote learning is checked weekly and recorded on class update sheets. Staff also make other observations daily where there is a pattern of non-engagement.

- Engagement with home learning is checked by the frequency with which remote learning outcomes are uploaded to Tapestry and Class Dojo and individual account activity.
- Parents and guardians are called once a week by their child's class teacher or the learning mentor to discuss any questions, queries, to celebrate engagement with remote learning and to determine any reasons for non-engagement.
- If there is persistent non-engagement parents and guardians will be contacted by the headteacher to see how we can support future engagement.

## **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 feedback on pupil work is as follows:

- Children will usually be provided with daily feedback on their learning via Tapestry or Class Dojo unless there are exceptional circumstances.
- Members of staff will always provide timely feedback to learning.
- Members of staff will respond to parent/guardian queries in a timely manner.

## **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 guardians to support those pupils in the following ways:

- Through weekly liaison with parents, guardians and children to determine how well they are accessing home learning and determine if they require additional support
- All children with EHCPs have allocated school spaces.
- Children who require a high level of additional support, that a parent or guardian cannot provide could be offered a school place.
- Children who require a high level of additional support, that a parent or guardian cannot provide will have their remote learning adapted to ensure needs are met.

The above applies to children of all ages in school.

## **Remote Education for Self-Isolating Pupils**

Where 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?**

Your child will be able to access a broadly similar curriculum whilst self-isolating. The remote education provided will be a blend of online learning resources and 'hard' copy materials sent from school.