

Supporting Home Learning

Milborne St Andrew First School

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 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?

The teachers have put work on the website for the first couple of days and will continue to do this throughout the lockdown period. Your teachers are also liaising with you individually and as a group through Tapestry.

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?

- Regular work will be placed on the website, Tapestry or Google classrooms. This will reflect what is being done in the classrooms with the Key worker and vulnerable children.
- We aim to teach the same curriculum remotely as we do in school.
- all the learning expectations will be placed on Google Classroom as will all the required resources and links.
- The curriculum will match the aims of the regular school curriculum in that it will be broad and balanced. As well as sequenced to ensure that knowledge and skills are developed incrementally.
- The activities set will be meaningful and offer challenges. However, we are mindful of the pressures of home learning for parents also working from home so will aim to develop independence within the tasks
- The learning will therefore be a mixture of independent tasks including practice and reinforcement activities as well as recorded and possibly live direct teaching.

As it states in the Department of Education guidance recorded teaching may be by the child's teacher but may also be from a 3rd party such as White Rose, Oak Academy or BBC etc

- Through Google Classroom and in our weekly phone calls with parents we will be able to provide pupils with feedback on their learning

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:

Primary school-aged pupils	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children Key Stage 2: 4 hours a day
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Accessing remote education

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

We use a range of online resources to support learning at home. These include Doodle Maths, Doodle English, Doodle spellings and Doodle tables, Google classrooms, the school website and Tapestry, Maths No Problem parent website, Oxford reading books, Espresso (Discovery Education)

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 are able to request a device from school either when there are no suitable devices in the household or family members are sharing devices.
- Parents are able to contact the school where internet connection is problematic, the school will then support using the Government Scheme set up during the lockdown period

How will my child be taught remotely?

We will cover a broad curriculum through our remote provision. :

- a weekly timetable will be provided for each child at the start of the week with links to resources.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Textbooks and reading books pupils have at home
- 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?

We expect the children to attempt all learning set. We don't mind which order it is done and have left that flexible to fit in with a busy homeschool environment. This should be shared through Tapestry either when completed or as a weekly summary whichever works best and fit with the activity.

Children should be reading each day with and to an adult or sibling.

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

We will be monitoring all online systems and checking on Pupils engagement. Where we are concerned parents will be told through the fortnightly meeting and offered further support if necessary.

We will be checking in with all parents and children at least fortnightly and for many children weekly.

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:

Work that is sent in to school via tapestry is seen by all staff but generally feedback is given by the class teacher. This can be written on Tapestry but also verbally through video calls.

Doodle progress can be seen by all staff and awards are given for progress and engagement in these areas.

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:

Depending on the age and stage of the children their needs will be met in different ways. Staff work with parents to offer support and strategies. For younger children there may be more visual work and some live teaching for example in phonics. All tasks will be differentiated where appropriate.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education may 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?

Individual pupils self-isolating are provided with a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects in the same way as those not attending (see above) which may be different to work being completed in class.