

Remote education provision at Park Primary School: 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 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.

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?

- Some pupils may be sent work packs to start with until they have the necessary technology and know-how.
- We teach the same curriculum remotely as we do in school – sometimes this might be at a different pace to how it would be 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 – PE lessons recordings for the children to do asynchronously; art activities and science investigations for them to try out at home.

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:

Key Stage 1	2 hours live lessons 3.5 hours asynchronous learning
Key Stage 2	2 hours live lessons 3.5 hours asynchronous learning

Accessing remote education

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

Tapestry – Nursery and Reception
Google Suite – Classroom, Meet, Gmail,
Our School Youtube channel

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:

School have conducted numerous surveys about the technology families have at home and the usage within the household – school have an open system to request devices (calls / emails) and the loaning of devices is based on a needs basis – we currently have about 120 devices loaned out to pupils.

- Where devices and internet is a major issue for families , the pupils have been invited to be taught in school – as vulnerable pupils – currently we have around 140 pupils being taught in school.
- school have sent out surveys and made calls home to ascertain which families need support with an internet connection – school have made available mini wifi devices with pre-paid SIM card included.
- pupils can access any printed materials needed if they do not have online access through weekly well-being calls home or by calling the school.
- submit work to their teachers – school staff to make local deliveries / pick-ups

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- EYFS – short phonics sessions and recordings on Tapestry
- live teaching (online lessons) via Google Meet – Yr 1-6
- recorded teaching (e.g. Oak National Academy 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 – and those electronic versions made available on our website and the Classroom stream.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – BBC Bitesize, Maths No Problem, White Rose Maths

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?

- Clear expectations for pupils' engagement with remote education – lesson times are clear on Stream, and expectations have been made apparent to all through regular communications home. Correct Learning behaviours are celebrated and inappropriate ones picked up on.
- Expectations of parental support - maintaining daily routines – waking /bedtimes, regular break and lunch times to support your child's education.
- Somewhere suitable for the pupils to carry out their learning.

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

- pupils' engagement with remote education is picked up on a daily basis – adults take registers for every session and absence is followed up by calls home and notes recorded on weekly spreadsheets.
- where engagement is a concern we will inform parents and carers by phone calls and emails – and if this is a persistent issue, the pupils are invited to continue their learning in school.

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:

- We assess and feed back on pupils' work via the live lessons (immediate feedback) or via voice recordings / written comments alongside their returned assignments.
- pupils will receive feedback on their work on a daily basis where appropriate. Quizzes are set to offer immediate feedback on completion.

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 have set up small group Live meetings with these SEND pupils and their keyworkers in school – families are made aware of the timings for these sessions and they are regularly posted in Classroom and sometimes through calls home and emails where there particular issues.
- Many of these children with SEND and in particular in the younger years are invited to be taught in school as vulnerable pupils. Where they remain at home, support has been given to the families to access the tailored sessions.

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?

When children are self-isolating, the same curriculum and lessons on offer in school to their peers is made available to these pupils at home – however, this is done asynchronously for the most part – as the lessons are posted in the Google Classroom – sometimes complete with teacher voice-overs. The pupils isolating are expected to complete and return the assignments and their teachers feed back on their achievements.