

## 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 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 immediate remote education in the first day or two of pupils being sent home?

Our remote education offer is accessed via Microsoft Teams. All children have a personal login and know how to their access work. Teachers will ensure content is updated regularly so that is accessible immediately. Weekly timetables are also published on the school website during periods of lockdown. Where children are not able to access digital work, teachers will liaise with families to make alternative arrangements, which may include printed workbooks and activities.

### 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.

### 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	At least 3 hours of learning per day.
Key Stage 2	4 hours of remote learning per day.
Key Stage 3 and 4	Not applicable.

## Accessing remote education

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

Children are provided with lessons via Microsoft Teams. Children will login to see their differentiated tasks, which include pre-recorded video lessons made by our own teachers, as well as resources from external sources such as Oak National Academy, White Rose, Pobble and others. These videos can be accessed repeatedly so that children who have missed a session can easily catch up.

Tasks and links to all resources are included on the daily page. A checklist is provided for children to work through the tasks systematically.

Teachers post announcements in the POSTS section to alert children to specific elements of tasks and to support their learning. They may also highlight live sessions and remind children how to access them.

Throughout the day, teachers monitor completed work and provide feedback.

As children complete their work, they send it back to their teacher via Teams. They may also celebrate their learning through the POSTS section. This provides additional opportunities for peer to peer feedback.

We aim to provide a balance of online and material learning to avoid excessive screen time. Teachers will set some activities which are completed away from the screen to help children develop independence and writing stamina.

### 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:

- We will loan a school laptop to families who need support. Parents are informed that they can contact the school at any time if they need a device.
- We will supply routers, dongles or sim cards to any family who struggle with connectivity. Parents are informed that they can contact the school at any time to request this.
- Parents can collect any printed materials needed if they do not have online access and we will find additional ways to share teacher led videos. Staff are able to support home delivery of resources if necessary.
- Children can submit work to their teachers if they do not have online access by leaving it in a collection box outside the school door. The same system will be used for children to collect printed materials from school, in the event they cannot access online learning tasks.

## **How will my child be taught remotely?**

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- live teaching (online lessons and meetings)
- printed paper packs produced by teachers (e.g. worksheets)
- reading books pupils have at home
- commercially available websites such as Oxford Owl, which supports the teaching of phonics
- retrieval practice using printed workbooks
- long-term project work and/or internet research activities (limited use of this approach)

## 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 expectations are for children to engage with remote education daily, just as they would follow the school weekly timetable in school.
- Children should follow a set routine with lessons as they would in school but incorporate regular breaks away from the screen.
- Teachers set structured lessons each day and children should upload their completed work as soon as it is done.
- Comprehensive instructions and videos provided by teachers should enable children to work with a high level of independence. Questions can be raised and answered quickly via the POSTS function.
- Due to the time teachers spend making the videos and setting well structured and sequenced tasks, not every piece of work uploaded for every child can be responded to with written feedback, although it will be seen. Teachers will respond to the class daily with general feedback and they will give detailed feedback as and when necessary.
- Weekly telephone meetings with class teachers will be an opportunity to respond to any misconceptions, celebrate learning, encourage and motivate children.
- Responses to work may also take form of the teachers creating an additional video to address any misconceptions and correct work.

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

- Work is checked daily and we see how much is being uploaded per child by looking at the statistics on Teams for each individual child.
- Teachers provide weekly welfare calls to all families in which they discuss any concerns about engagement and address any issues, for example support with technical issues.
- Teachers provide weekly statistics of engagement to the senior leadership team along with contextual information gathered from weekly welfare calls.
- A senior leadership team weekly discussion takes place regarding any children who are not engaging to find solutions and to check in with the children and their families.
- School may seek support from partner agencies (e.g. Early Help) where concerns continue.
- Teachers and all staff in school will support families who are finding setting a routine a challenge and we will monitor and support all children with their remote learning on a daily basis. We will explore the reasons to any barriers and give full support wherever necessary.

## **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:

- Staff will feed back on pupils' work via Teams POSTS, ASSIGNMENTS, questions and live feedback via Teams meetings. Comments may also be included in the day's page (Class Notebook). Comments may be audio/video messages for younger children.
- Children will receive feedback at least every other day.
- Quizzes will be used and any misconceptions addressed through teacher led videos and individual responses via Teams.
- Some self-marking systems (e.g Forms) will provide teachers with ongoing feedback which will support planning for future learning.

## **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:

- Externally sourced teacher led instructional videos will guide children of all ages. Additional videos provided by our own teachers serve to engage children by providing a familiar face.
- Tasks and explanations for learning outcomes are given during the videos and children have direct access to their teacher and support staff at all times during the school week.
- Immediate needs and additional support will be discussed on a weekly basis and parents can request a Zoom meeting at any time they feel they need support.
- To ensure all children have access to remote education, we will ensure that children with particular needs have the tools they need to achieve. We may prepare additional home learning packs and resources and these will be reviewed on a weekly basis with parents and adapted as necessary.
- Differentiated work and resources are sent home to support individual needs. Adaptations will be made on an individual basis.
- IEPs and EHCPs will continue to be monitored by the class teachers and work provided will be of appropriate level.
- Younger children, for example those in Base 1, have a daily offer which recognises their developing concentration span and their emotional needs. Practical activities heavily outweigh written tasks and achievements are recorded largely through the use of photos and videos.

## **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?**

We will ensure individual pupils who are self-isolating are taught a planned and well sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. Children will be sent the same tasks as the children in school and pre-recorded videos will be used as lesson introductions to the work set. This will usually be Oak Academy videos as teachers will be in school daily with the rest of the class. Feedback will be provided via Teams, as detailed above.

### **A final word...**

We understand that home learning can be incredibly challenging. We can help with many concerns and often a quick phone call with the class teacher can resolve issues. We offer a timetable which is as close as possible to the school's usual working week, but we appreciate that some days will work better than others and if children complete work at a different time to the school day due to family commitments, we understand. Please just let us know.

We are in this together and during this extraordinary time, we continue to be here to help. Please contact us via [admin@seton.n-yorks.sch.uk](mailto:admin@seton.n-yorks.sch.uk) with any concerns or questions. We can signpost you to helpful websites and support networks if you feel you need that little extra help.