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.

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 school's definition of immediate is at the earliest opportunity in the following working day of being informed that remote teaching is required.

It would be an expectation that on-line work will be made available by the end of the following working day. It may be made available before this.

Whilst awaiting on-line learning to start, pupils would be encouraged to use the school's on-line subscription packages to help develop key skills. (Times Table Rockstars, Phonic Play, White Rose Maths). They should also ensure that they are reading each day, preferably to an adult.

In the first day or two, parents should receive an email from the school which contains log-in details for their child to use with Microsoft Teams. A guide of how to access Microsoft Teams will also be sent. We would advise that on receipt of this information, parents should ensure that the Microsoft Teams app is downloaded onto the device that the child will be using. They should also work together with their children to log-in to the Teams and navigate around the platform to familiarise themselves with how the platform operates.

If a parent is finding they have any difficulties, they should call or email the school directly for support.

Will my child be taught broadly the same curriculum as they would if they were in school?

We aim to 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. For example, music and PE remote teaching will be stand-alone activities rather than the curriculum they would be offered in school.
It is our intention that, where possible, the curriculum content for online learning follows the progression of skills as set out in the school's curriculum planning.
We will be using a range of online resources such as White Rose Maths, The National Oak Academy, Phonics Play and other online learning platforms to support the curriculum that we deliver remotely.

What contact can my child expect from their teacher?
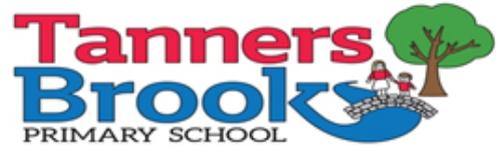
Remote teaching and study time each day

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 three hours daily for Early Years, Year 1 & 2 and four hours daily for years 3, 4, 5 & 6.

For children who have access to online learning:
A daily class/year group Microsoft Teams meeting with their teacher or a teacher from their year group.
This meeting will give the children an opportunity to see each other and for the teacher to introduce the learning for the day. In this meeting, the teacher will also indicate which completed work needs to be uploaded for feedback.
The morning meetings will be staggered to enable children who have siblings who share devices to all access the meetings. We will send a link to the meeting and you will be able to access this on a mobile phone, tablet or laptop.
The times for each meeting will be as follows:
Year 6: 8.45
Year 5: 9.00
Year 4: 9.15
Year 3: 9.30
Year 2: 9.45
Year 1: 10.00
Early Years: 10.15

There will also be a weekly class/year group celebration Microsoft Teams meeting.
This is an opportunity for classes/year groups to come together virtually to celebrate achievements from the week and to share a story/poem/song etc.
The times for each meeting will be as follows:
Year 6: Friday 1.15
Year 5: Friday 1.30
Year 4: Friday 1.45
Year 3: Friday 2.00
Year 2: Friday 2.15
Year 1: Thursday 2.30
Early Years: Friday 2.30

For children who do not have access to online learning:
A daily phone call from a teacher or teaching assistant from their year group.
This call will allow for verbal feedback of previous day's tasks and will set out the offline learning for the day using the learning packs available for collection from school. The call will also give the parent the opportunity to ask questions.

Accessing remote education

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

If a pupil who is engaged in remote learning does not have access to a digital device at home, they should contact the school to request support. This can be done by calling or emailing the school directly: 02380771659 or info@tannersbrookpri.org.uk

The criteria that we have used to determine the allocation of devices, for those pupils who are unable to be in school and do not have access to devices, in order of priority are as follows:

1. A looked after child (one who is in care, fostered or adopted)
2. A child with an EHCP
3. A child with a social worker
4. A 'Pupil Premium' child
5. Other pupils
6. A family with siblings at Tanners Brook Primary School, where devices are being shared, limiting access to on-line learning

The school will ask that the terms of an equipment loan form are agreed and once this agreement is received then arrangements will be made for the distribution of a device.

If consultation between parents and the school determines that remote digital learning does not best serve the pupil, alternative arrangements will be put in place. This may mean that some proportion of learning will be supported by paper-based resources. In these cases, school staff will contact the child daily to support engagement in remote learning.

How will my child be taught remotely?

Through assignments set to a class via Microsoft Teams, pupils will be taught using a combination of any of the following:

- Daily Microsoft Teams meeting
- Appropriately matched external videos (e.g. Oak National Academy lessons)
- Electronic resources (PowerPoint/Word documents/Work sheets). Learning resources containing pre-recorded instructions/models where appropriate
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips
- School based e-learning resources (Times Table Rockstars, Phonic Play, White Rose maths)

Children and their families can communicate directly with the class teacher via email. This email address may also be used to return completed work to the class teacher, if it cannot be returned using Microsoft Teams.

For children who do not have access to online learning:

High quality work packs will be prepared weekly in school. These will closely mirror the learning taking place online and will be carefully labelled. Children will receive a daily phone call to ensure they are clear about the learning for the day.

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?

Tanners Brook Primary School's expectation is that if a pupil is healthy and able to engage with learning, then they should do so to the best of their ability. Pupils should aim to return assignments that have been set for them.

We are, however, aware that this can present families with challenges and whilst we would encourage parents to support their children in their remote learning, it should be done with each child's health and well-being in mind.

If work that is set feels like it is too much for a pupil, we would encourage parents, in the first instance, to communicate with the class teachers via e-mail. Priorities of work can then be agreed, and further methods of support will be investigated.

Parental support to help set routines to support a child's education are an important part of home learning. These may include: Getting up in the morning, creating a space to work, ensuring the correct resources are at hand, making sure that regular breaks (away from screens) and meals and drinks are taken etc.

For younger pupils, we would encourage parents, where possible, to work alongside their child to support them to engage with and complete any work set.

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

Pupils engagement levels will be checked every school day. This will be done by using the monitoring tools within Microsoft Teams and by monitoring whether offline learners are engaging with phone calls and emails from teachers.

If, after phone calls and emails with the teacher, a pupil is not engaging and returning work, the class teacher will inform a member of the SLT of the issue.

A member of the SLT will attempt to contact the family to determine why a child has not been engaging and to find solutions that will lead to re-engagement.

Teachers and SLT will keep a log of any contact/attempts at contact that have been made.

If a child or family continue to not engage in remote learning, they may be considered vulnerable. This may mean they are asked to attend provision in person or may require further support from other external agencies available to the 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 self-marked or 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:

Pupil's work will be given feedback regularly, in a timely manner. Teachers will indicate daily which pieces of work should be uploaded for feedback.

For pupils working offline, work should be returned weekly when collecting the new week's pack. Teachers will offer appropriate feedback during subsequent daily phone calls.

Feedback will be given in line with the school's feedback policy and will be how often pupils will receive feedback on their work, under normal circumstances.

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 to support those pupils in the following ways:

Families of SEND pupils will be contacted by the school SENCO or Inclusion Lead. The needs of the pupils in question will be discussed and liaison will occur to find the most productive way to support the delivery of learning to these pupils.

Regular telephone and email communication will be used to monitor the remote education provided for SEND pupils and ensure the correct level of support is being received.

As a primary school, we are aware of the limitations placed on remote learning for some of our younger pupils and as such we will use a combination of the strategies listed here to aid engagement in remote learning.

- We would at first look at how we can support you in helping your child to access the existing content. Teachers will provide additional content tailored to individual need including access to specific online learning platforms and/or tailored work packs.
- Physical learning aids such as numicon, multi-link etc that pupils are familiar with using in school may be provided to a pupil after consultation.
- After consultation with parents, and if necessary, we will provide paper copies of resources.

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?

If a child is self-isolating and is healthy, they should receive and engage in remote education which is broadly the same as that set out earlier in the document.