

# Ashbury Meadow Primary School

## Remote Education Provision:

### Information for Parents and Carers January, 2021



This information is intended to provide clarity and transparency to parents and carers about what to expect from remote education where national or local restrictions require entire bubbles to remain at home. This document should be read in conjunction with the school's Home School Protocol and Remote Learning Contingency Plan which provides further details of our remote education offer. These documents can be found on the school website. Where individual pupils need to self-isolate but the majority of their peer bubble remains in school, information is provided at the end of this document.

### The remote curriculum: what is taught to pupils at home

**What should my child expect from immediate remote education in the first day of pupils being sent home?**

A pupil's first day of being educated remotely looks different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. For this reason, your child's teacher has prepared one day of lessons for remote education in advance, which will not necessarily be from the sequence of lessons your child is currently studying.

**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?**

From day two, we teach the same curriculum remotely as children would have been taught in school and from this point, the teacher will resume teaching from the originally planned sequence. However, we have needed to make some adaptations in some subjects. For example, the teaching of music is taught through our online teaching tool *YUMU* which is accessed by pupils directly from Years 1 to 6. Teachers ensure that they find suitable and appropriate alternative methods of teaching content remotely for subjects which are practical in nature, such as science.

### Remote teaching and study time 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	Key Stage 1	Key Stage 2
Up to three hours	A minimum of three hours	A minimum of four hours

## Accessing remote education

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

EYFS: For children in EYFS (Nursery and Reception), remote education will be delivered via Tapestry, the child's online learning journal. All parents are given access to this when their child/children start school and should receive a link from Tapestry to set up their account. Home learning will be sent via a 'Memo' which can only be accessed by parents when logging into Tapestry via your web browser. The Memo section cannot be viewed in the Tapestry app. Go to <https://tapestryjournal.com/> before entering your personal details to log in. The Memo tab will be at the top of the screen and where any home learning will be posted.

Years 1 to 6: For children in Years 1 to 6, our remote education is delivered through Google Classroom. All children have an account for Google Classroom and their logon details have been sent home in their remote education home learning books. If your child does not have their logon details, please email: [ashburyadmin@ashburymeadow.manchester.ch.uk](mailto:ashburyadmin@ashburymeadow.manchester.ch.uk) stating your child's name and class. In addition to Google Classroom, the children will be instructed to access the following learning apps: Lexia, Timestable Rockstars (or Numbots for Year 1), Mathletics, Purple Mash and YUMU. All logon and password details have been sent home in the children's remote education home learning book.

### **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:

The school has a number of laptops available to be loaned to families based on one of the following criteria with priority given to disadvantaged families:

- where a family does not have any digital device to enable their child to access remote learning
- where a family is struggling to access remote learning with their current device
- where there is only one single device in the household which is being shared with more than one family member

Information regarding the request of laptops was emailed to parents on 11.1.21. To further inform decision making about which families receive a laptop, we also carried out an audit in the Autumn term to enquire as to which families do not have a device or may struggle to access remote education.

We also have a number of dongles available for families who do not have internet access or are experiencing issues with their internet connection and these are issued in response to need.

As a last resort, pupils are given paper-based work and work books which are delivered to parents.

## How will my child be taught remotely?

Learning will usually take the format of an 'explicit teaching' content block - with the teacher delivering a pre-recorded learning input such as an introduction through an animated Powerpoint or video (around a maximum of 20 mins) with lots of opportunities for children to practise what they have learnt using both traditional methods and digital applications. Additionally, some learning materials (around 15-20 minutes) will be dedicated for practise on fluency and recall.

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

All Key Stages:

- live online sessions for class assemblies, story telling, PSHE sessions, feedback, support or another activity as planned by the teacher (this may involve children working in smaller groups through Breakout rooms)
- recorded teaching (e.g. videos/audio recordings made by teachers)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or learning activities, for example, Phonics Play or Digimaps in geography; the quality of material on commercially available websites is always checked by our teachers beforehand
- use of uploaded photographs and documents to support learning and activities
- for some activities, objects found in the home will be requested to support learning
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for children without digital access

For Key Stages 1 & 2 only

- online quizzes
- learning applications such as Lexia, Myon eBooks, Purple Mash, Mathletics and Numbots/Timestable Rockstars

## 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 your child to engage with our remote education provision on each school day and to participate in all of the activities and lessons scheduled by teachers on the learning platforms, including the return of completed work as instructed by the teacher. This will enable your child to continue to learn and make progress. It also enables your child's teacher to plan their next steps of learning and to help children to overcome any difficulties.

We aim to work in partnership with parents and to support parents to help their children to get the best out of our remote learning provision. Routines and structures are important, and to that end, we have provided an example of what an effective learning day looks like in our Home School Protocol both for EYFS and Key Stages 1 and 2. It is not a formalised structure for families to follow but it is recommended, and we do advise that you try to adhere to the schedule as much as possible. Pupils' work will be available from 8.45 am each morning.

Support is provided by staff via teaching videos to enable parents, carers or family members to help pupils in EYFS and Year 1 with their remote learning with suggestions of what can be used in the home to help with teaching key concepts.

It is important to remember that school fully understands the challenges of Home Education whilst handling other work and family commitments. Our school will provide support with technical issues where possible, support with accessing devices as previously outlined and hard copies of work where technical issues cannot be resolved. We also recognise that some families will need long term support to develop the capacity within their home for their children to access all the learning resources. As a school, we will work with families to offer support and training where necessary. Each class has an email address through which parents can contact the class teacher with any issues or support requests. There is a Remote Learning Support for Parents and Carers page on the school website containing further advice.

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

Your child's teacher will monitor daily whether your child is engaging with their work. Not returning completed work from the day's activities is an indicator that your child may not be engaging with the remote education provision. Our procedure is as follows:

Day 1: At the of the day, your teacher will record who has not returned work

Day 2: Your child's teacher will email or phone you to enquire as to why the work was not returned and whether the child completed their work. We expect parents to reply on the same day reporting any issues or reasons why work was not submitted or to report that work had been completed.

Day 3: If no response has been received by the end of day 2, your child's teacher will report this to the Home School Liaison Officer who will make further enquiries via phone call or home visits if needed.

### **How will you assess my child's work and progress?**

Our approach to feeding back on pupil work is as follows:

EYFS: Teachers and TAs will give feedback to their allocated class/lesson groups each week. This will be done via private comments on the work returned by each individual pupil on Tapestry. For children completing paper-based work, on return to school, teachers will review the work and give verbal feedback to pupils and share next steps via Tapestry to parents/carers.

Key Stages 1 and 2: For work submitted online, the class teacher will feed back individually on two pieces of work per pupil per week for each subject taught. This will be done through private comments on work submitted on Google Classroom. All work is monitored daily and is used for assessment and planning. Whole class feedback for English and Maths will be posted each Monday morning on Google Classroom as a whole class announcement using the class marking and feedback document. This document contains information about class strengths from learning and work completed in the previous week and what targets and improvements are needed that week ahead. There will also be subject specific class announcements in other subjects. Live sessions may also be used to give feedback to pupils.

EYFS & Key Stage 1 & 2: For pupils completing paper-based work, parents should return completed work each Friday for marking and review and parents will receive feedback the following week including strengths and next steps.

## **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?**

Children will continue to be supported by our SENDCO throughout the period of the closure. This may take the form of 1:1 mentoring/contact (Teachers and TAs) or specific learning activities set by the pupil's one to one TA. Where your child receives additional support pupils will have work set to meet the objectives of their EHCPs as well as differentiated work based on their class's learning.

- Children will access their specific learning activities through Google Classroom or Tapestry, hard copies can be provided.
- Teachers will provide feedback to children and parents with regards to the work they have submitted.
- The one to one teaching assistant will work closely with the class teachers to ensure that misconceptions from classroom work can be addressed and additional activities and guidance can be provided.
- Some one to one live sessions (e.g. via Zoom) will be provided to support learning with explicit permission from a parent
- All children who have an EHCP are offered a place in our key worker and vulnerable pupil provision and those children taking up this offer will continue to be supported in school with a one to one teaching assistant, unless the key worker and vulnerable provision has had to close

## Remote education for self-isolating pupils

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

On day one, your child's teacher will provide previously prepared lessons so that your child can access remote learning. These lessons will not be from the sequence of lessons which your child would have accessed in class. Children will access their specific learning activities through Google Classroom (Years 1 to 6) or Tapestry (Nursery and Reception). From day two, the teacher will provide lessons which are closely aligned to the sequence of lessons taking place in the classroom for their peers. Your child's teacher will provide instructions on the Google Classroom or Tapestry of what needs to be completed.

Where your child receives additional support pupils will have work set to meet the objectives of their EHCPs as well as differentiated work based on their class's learning.

For children without a digital device, arrangements will be made for a paper-based work pack to be delivered home. Children should return the paper work they have completed at the end of isolation so that work completed can be reviewed by the teacher.

Teachers will provide feedback to children and parents with regards to the work they have submitted on Google Classroom or Tapestry. There will be no one to one or live sessions (e.g. via Zoom) to support learning unless this has been arranged with the parent (for example, to provide support for pupils with an EHCP).