

The Pinvin Federation of Schools

Remote Education Provision



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.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

Google classroom is the platform we use to deliver our training as this can be accessed via many devices including X-box and PlayStation consoles as well as the usual technology. This also means that answers can be entered onto the slides or done on paper and uploaded depending on the task, but that work does not have to be printed off at home.

Remote education provision: information for parents

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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?

- Contact will be made with each cohort via Google Classrooms, reassuring pupils and letting them know what work they are to expect.
- Work for at least 4 hours (Primary age) 5 hours (Secondary age) linked to the curriculum being taught in class will be posted at 8pm for work each subsequent day.
- Work will be set via slides on Google Classrooms, for children to access and complete either online or on paper. All pupils have been shown how to access the work.
- Children who are unable to access work set online will be provided with either paper copies of work being set or pre-prepared 'home learning packs' according to their need, which can be arranged to be collected from the office'.

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. However, we have needed to make some adaptations in some subjects. For example, practical sessions (such as in science) may be replaced by more paper-based tasks. Additionally, where a new concept is due to be introduced which may require significant teacher-led input in order for pupils to access the new content, units of work might be moved around or pupils might be asked to complete revision or research-based tasks.
- Critical worker children will receive the same learning in school as the children on google classroom 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:

Primary school-aged pupils	<p>Reception children will have access to Google classroom or a paper-based workpack to support their learning. They will also have Purple Mash logins and Oxford owl information. Priority will be placed on ensuring progress in early reading. Children will have a daily phonics session and a story time session. They will also have a daily maths and physical activities set and parents will be provided with creative, practical activities to do with their child based on the topic. Where possible, parents will be encouraged to break down the work into shorter periods, based on how long their child can concentrate.</p> <p>Years 1 – 6</p> <p>In accordance with Government guidelines, we:</p> <p>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects,</p>
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	set work that is of equivalent length to the core teaching pupils would receive in school, which is, as a minimum, 3 hours a day, on average, across the school cohort
Secondary school-aged pupils not working towards formal qualifications this year	<p>At SNMS, this is pupils in Year 7</p> <p>In accordance with Government guidelines, we:</p> <p>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects,</p> <p>set work that is of equivalent length to the core teaching pupils would receive in school, which is, as a minimum, 4 - 5 hours a day, on average, across the school cohort</p>

Accessing remote education

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

Via Google Classrooms which can be accessed via laptop, Chromebooks, Ipads, Tablets, X -box consoles or Playstation consoles

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 has requested from the DFE, support for additional laptops, however we are awaiting delivery and have not had confirmed numbers
- Paper work packs can be collected from the office by prior arrangement. Please note, whilst every attempt to match the curriculum being taught online is made as much as possible, on occasions in some subjects the work sent in work packs may be different, however will still meet the age related expectations.
- Parents have been sent Increasing data allowances on mobile devices to support disadvantaged children - Get help with technology - GOV.UK (outlook.com) link

How will my child be taught remotely?

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

Some examples of remote teaching approaches used:

- Google Slides, including teaching information and questions for children to work through, often with links to online content which offers further explanation or examples of what is being taught
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Purple Mash
- Pre - recorded examples of modelling, demonstration of work
- Teachers marking and feeding back to children as support
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Work released on the evening of the previous day to allow parents time to look at work in advance and support pupils
- Google classroom facility that pupils can support each other
- Story time weekly to model reading
- The opportunity for pupils to interact with peers from their year group / class
- Oxford owl information has been shared with parents (PFS)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences may also be used. Eg. . BBC Bitesize

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 expectation is that pupils will engage with the work set, daily, by completing tasks. We understand that not all pupils will have access to devices during normal school hours and so do not expect pupils to complete work to daily deadlines. Some children access the work in the evening due to home circumstances.

Pupils should be encouraged to complete minimum 4 hours of work up to Year 6 and 5 hours if in Year 7. The focus should be on English and Maths Tasks and then on the other subjects.

We encourage pupils to use Google Classrooms to ask teachers or their peers if they are unsure of tasks. If children are struggling and you are unable to help- please leave the teacher a note and do not get stressed about it. Mental health is important and we realise that explaining can be difficult when you are not a professional.

Pupils are expected to work to the same high standard as they would if they were working in school. The work set should take the directed learning time to complete if done properly.

We expect parents to support children with working from home by helping them to develop daily routines, ensuring that pupils take breaks. It is really helpful if pupils can be provided with working areas.

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

Staff at SNMS will regularly check that children are engaging with remote education. Teachers check work daily and the Pastoral lead is monitoring children's engagement.

A member of staff will phone to speak with your child at least fortnightly where you can share any concerns. We are monitoring children who do not engage closely and you can expect a phonecall to discuss.

Parents of children who have been working with Paper packs should return these when coming to collect the next pack so that they can be assessed.

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 use the 'return' facility on Google classrooms to feedback on pupils to their work. Feedback might be included on the slides the pupils have worked on or in the 'comments' facility for that piece of work.
- As with in-school learning, some pieces of work are marked with comments for children to help them to develop their understanding or edit their work and some work is marked as an acknowledgement that it has been completed to a good standard. Please note work may not be necessarily marked by your child's own class teacher as they may be teaching all day.
- Pupils working on paper-based resources should return these to school when the next pack is collected for marking and assessment.
- All work 'turned in' in a timely way (within 48 hours) will be marked within a reasonable time from it being posted online. Work should be marked within 48 hours. Work submitted after this time is unlikely to be marked.
- Pupil questions will be responded to as soon as is reasonably practicable.

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:

The Inclusion team will contact children on a weekly basis to discuss any concerns. Teachers will make any specific adjustments they deem necessary to support and paper packs are also adjusted to meet the child's needs.

Teachers will use their best endeavours to ensure the special educational provision called for by the pupils' special educational needs remains in place. Both the class teacher and SENDCo will work collaboratively, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

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 only some pupils are isolating, the class teacher will usually still be teaching pupils in school. This may mean that work is marked by another teacher in school, or SLT, and that marking may take a little longer.

Pupils isolating will continue to follow the curriculum being taught to those pupils who remain in school.