Remote education provision: information for parents

October 2023

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This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if learning needs to take place from 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 remote education in the first day or two of pupils learning from home?

Remote education will be provided through our Remote Learning platforms. As we have been using these platforms since September 2019 for homework and Computing units, pupils and parents should already be familiar with these platforms. In EYFS pupils use Tapestry and in Years 1-6 Google Classroom. Where pupils do not have access to the resources to access these learning platforms, we will endeavour to provide a device (e.g. laptop, tablet) or provide workbooks and printed work.

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.

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:

- EYFS: 2 hours a day
- Key Stage 1: 3 hours a day
- Key Stage 2: 4 hours a day
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Accessing remote education
How will my child access any online remote education you are providing?

We are using the following on-line remote platforms:

- EYFS: Tapestry
- Years 1-3: Google Classroom

- Years 4-6: Google Classroom

We have chosen these platforms as we feel they are accessible and appealing to the children in these different age groups. The platforms can be accessed via your child's Year Group page on our school website: http://www.holymeadp.bristol.sch.uk/web

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 have a limited supply of devices that we are able to loan to pupils who are working remotely during home learning. We will continuously monitor pupil's engagement on our remote learning platforms which will enable us to: (i) identity pupils who are unable to engage due to a lack of a device (ii) contact parents/carers to arrange for the pupil to borrow a school device. Alternatively, we have made parents aware that they can contact the school office to arrange to borrow a device if they do not have the necessary resources at home.

When borrowing devices parents/carers will be asked to sign a loan agreement. Please contact schools office for details: office@holymeadprimary.co.uk

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely: We will be using a range of resources and techniques to deliver remote learning via our remote learning platforms. Our remote learning approaches include:

- Learning will be set daily via our on-line remote learning platforms (Tapestry in EYFS and Google Classroom in Years 1-6).
- Recorded teaching: video/audio recordings made by Holymead Primary teachers.
- Recorded teaching: video/audio recordings from other sources e.g. Oak National Academy lessons.
- PowerPoint slides with teacher explanations, modelling, and examples.
- Diagrams, pictures and illustrations.
- Texts: including extracts and examples.
- Online quizzes and games
- Live pupil chat facility: this allows pupils to interact with their peers and discuss their work (Years 1-6 using Google Classroom).
- Teacher feedback and assessment for completed work.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) where pupils do not have access to on line remote learning platforms.

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 recognise that there are numerous factors that will determine both pupils' capacity to engage with remote education and parents/carers capacity to support their children in engaging with remote learning. Where parents are experiencing specific barriers to their child's ability to engage with remote learning, parents should contact the school and discuss these issues with their child's teacher (or another member of our teaching staff).

EYFS
- Phonics
- Reading
- English and Maths lessons
- Wider Curriculum lessons e.g. topic, RE, PE etc

KS1
- English and Maths lessons
- Phonics
- Reading
- Times tables Rockstars/Numbots
- Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc

KS2
- English and Maths lessons
- Reading
- Times tables Rockstars
- Wider Curriculum lessons e.g. Music, Art, Science, History, Geography etc

In EYFS most children will require support from parents/carers in accessing remote learning. We would ask that Parents/carers support their children in the following ways:
- Help children find a quiet space to complete reading and writing activities
- Access tasks on Tapestry and facilitate the activities provided
- The majority of pupils will need support to complete activities set but parents are asked to encourage children to be as independent as possible
- Encourage independence in looking at books and practising writing (words and numbers) independently
- Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS1 most children will require support from parents/carers in accessing remote learning. We would ask that parents/carers support their children in the following ways:
- Help children find a place to work and encourage children to attempt the activities set
- Check that children are able to access remote learning
- The majority of pupils will need support in using strategies for calculations in Maths

Reviewed: 27/10/2023

- Some pupils will need support in using phonics for reading and writing.
- Encourage children to attempt the work set as independently as possible
- Ensure work submitted reflects the ability of the child completing the task (to enable teachers to provide developmental feedback)

In KS2 the majority of pupils should be able to access the remote learning provided independently. We would ask that parents/carers support their children in the following ways:
- Help their children find a place to work.
- Check that children are accessing remote learning, preferably at the times suggested in our daily timetable.
- Check that children are completing and submitting the tasks they have been asked to do.
- Encouraging children to use the live chat function to ask their teachers for support and guidance.
- Discuss their child's work with them; a daily catch up talking about what they have been doing is a really good idea.
- Find time to support their children if the as for their parents/carers help. We recognise that this may only be able to take place after a parent's/carer's working day has ended.

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

Teachers will monitor pupil engagement by reviewing the pupil activity logs in each remote learning platform. Where pupils have (i) not been accessing the remote learning platform or (ii) accessing the remote learning platform but not completing work, teachers will call parents to discuss pupils learning and offer support to help pupils access the remote learning (e.g. arrange for pupils to borrow a device, provide printed copies of work, provide guidance with accessing the remote learning platforms, provide guidance with how to complete the work set). Teachers will also review the quality and quantity of pupil's work and will also phone parents if the standard of work is below that expected for that pupil.

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.

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:

- Contacting parents/carers where we know that additional support may be required.
- Daily review of activity logs to monitor pupil's engagement and contact parents/carers to offer support where engagement is low.
- SENDco to monitor provision for SEN pupils working at home and contact parents to offer support where a need has been identified.

Further information

If you wish to discuss remote learning further please contact the Mr Jones (Head teacher) or the Deputy Heads, Miss Hughes (KS2) or Mrs Head (KS1) via office@holymeadprimary.co.uk

Reviewed: 27/10/2023