

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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 is likely to look different, 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?

For the first day of absence, your child can access their optional Topic home learning, which is available in the home learning section of their year group page on our website <https://abbotsfarm.co.uk/learning-at-abbots-farm/year-group-pages/>

Additional activities for the first day are:

- Times table Rockstars
- Spelling Shed online activities
- Daily reading

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate to do so, to ensure children have access to a well-sequenced, broad and balanced curriculum. However, we will make adaptations in some subjects where necessary, for example where specific equipment such as musical instruments or art materials are required.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

In line with Government expectations, we will plan for remote education (including remote teaching and independent work) to take pupils approximately 4 hours per day.

Accessing remote education

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

All remote education will be provided through your child's Seesaw account

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 will take a personalised approach to supporting families who are struggling to access remote education, incorporating the following approaches as appropriate:

- Lending laptops to pupils
- Supporting families with getting access to the internet at home
- Supporting families to access any government help that is currently being offered
- Providing printed work packs for collection from the school office
- Agreeing other suitable methods of submitting work such as delivery to school office

If you are having any difficulties with accessing our remote education provision, please do not hesitate to get it touch via the admin email admin2421@welearn365.com

How will my child be taught remotely?

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

- recorded teaching (e.g. White Rose maths lessons, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (although, as per the schools full opening guidance, we will avoid an over-reliance on these approaches)

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 understand the challenges faced by families when having to adjust to supporting their children learning at home, whilst also managing their own work and family commitments. It is for this reason that we have adopted the above approach to delivery. We feel this approach, unlike 'live' lessons, where logging in is required at set times of the day, provides maximum flexibility to families around *when* their child/children access the learning that day. Being a single key stage school, we also recognise the additional challenge of having siblings at other schools, and managing the expectations from multiple settings.

When supporting children at home, we ask parents to encourage them to be independent, where possible, and support them in attempting all of the work set, particularly the subjects that their child may find more of a challenge. We advise that parents support their children in sending messages to teachers and year group staff, and respond to their comments.

If parents have any specific questions related to the remote learning provided, they should contact the school office on admin2421@welearn365.com, rather than use their child's Seesaw account to contact staff.

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

School staff will keep daily records of which children have engaged with each lesson and engagement will be reviewed weekly. Where there are concerns over the level of engagement, year group staff will contact parents to discuss any further support that school may be able to offer.

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:

- All children's work will be seen by members of the year group team on a daily basis and children will receive some level of feedback on their work every day but this will not always be in the form of a written comment. Individual feedback may be given as an annotation of their work submitted, a comment added to the activity on Seesaw, a 'like' on their piece of work, a message or further modelling sent to the child.
- In some subjects, answers may be provided for children to self-assess their own work.

- Where there are errors or misconceptions across a wider group of pupils in a lesson, whole class feedback will be provided either as an addition to that day's lesson or at the start of the following lesson. Lesson sequences may also be adapted based on the progress of classes, groups or individuals where possible.
- In certain circumstances, where children need more focussed feedback or support, staff may make arrangements to liaise directly with the child either by telephone or a Teams call.

The children's ability to access and act upon the feedback given will be considered when deciding upon the best approach for each child in each subject.

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:

- Providing work tailored specifically to the child's abilities and SEND needs
- Providing additional resources for the child to use at home
- Working with individual families to plan ways to best support them and their child's specific needs

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?

Much of the provision will be the same as detailed above. For the first day or two of self-isolation, pupils will access topic home learning and other resources provided by school for home learning as detailed in the section above about the first day or two of remote learning. For the remainder of their self-isolation, work will be provided on Seesaw which will mirror the lessons being delivered in school wherever possible and appropriate to ensure children have access to a well-sequenced, broad and balanced curriculum. Again, the work set will provide approximately 4 hours' worth of learning per day and will be in a number of different subjects. Feedback will also be provided by the class teacher as detailed in the feedback section above. However, in most instances, the teacher will not be available to provide additional guidance or to give direct feedback until the end of the day once their in-class teaching duties are finished.