

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 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 document.

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?

On the announcement of remote education being put into action your child will receive a work pack of learning activities to complete. This will be sent home via email. If you are unable to access your email please contact the school so they can assist you in accessing the work pack. This can be printed by school to enable all families to access learning whilst we help to facilitate hardware for families. At this point the school staff will not provide live or recorded teaching, this aspect of remote learning will be accessible through online video lesson resources such as; Oak National Academy, BBC Bitesize and Bug Club, Space Jam and DB Primary.

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. The live teaching is streamed in to the classrooms and the staff onsite support the children with their learning. Some of the tasks which are set for the children to complete in the afternoon are carried out in school so that the provision at home and school is similar. In school the children participate in one PE based activity each week.

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 five hours each day.

The five hours are made up as follows:

- Live teaching from the class teacher for three hours in the morning
- Afternoon challenges set by the class teacher for children to complete independently/with an adult for two hours in the afternoon

Five hours is equivalent in length to the core teaching pupils would receive in school.

Year 1 and Year 2 may be set a project based 'homework style' piece of work for the children to choose to do over a period of 6 weeks, but this is not compulsory.

Accessing remote education

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

Online remote education will be provided through Microsoft Teams for Education when live teaching is being delivered by the teaching team. The planning for the week and any resources will be emailed to parents/carers in advance of the week's teaching to support parents/carers and children at home. In Year R Tapestry may be used to notify.

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:

- Tweseldown has a small number of laptops (and PCs), dongles and data for families without hardware or internet. Please contact school if this is the position your family are in
- families who do not have access to an electronic device are signposted towards the Fleet Lions who provide laptops/computers for families who need one. If a family requires support with this they can contact the school, either by phone or in person, and we will assist them in acquiring a laptop/computer
- an overview of the learning for the week is sent to parents via email. A paper copy can be collected from the school if families do not have access to email. The overview provides parents/carers with the resources and information needed to support their child with their learning, without the need to have internet access
- the following digital learning resources are also used; Bug Club, School Jam, DB Primary and Tapestry which can be accessed on any device, including through the use of an app on a smart phone
- work completed by a child who is not able to access the live teaching can be handed into/posted to the school who will email it through to the class teacher

How will my child be taught remotely?

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

- live teaching (online lessons) presented by the class teacher and/or a member of the teaching team which take place in the morning. The lessons taught are Maths, English, Phonics/spelling, and a reading based activity. The morning follows the same structure as in school with a 'playtime,' and snack break
- recorded teaching (e.g. Oak National Academy lessons) is used to support learning when live teaching cannot take place or remote learning has to be actioned at short notice
- a weekly overview of the learning is produced by the class teachers and emailed to parents/carers. This can be printed off and used in isolation or as part of the online lessons
- Bug club, DB Primary and Space Jam provide online learning activities for English and Maths, including reading books. These can be used if parents/carers would like to do additional learning activities or for teacher's to set tasks from
- in Key Stage One a project based piece of work for the children to choose to do over a period of 6 weeks on a particular topic may be given
- in EYFS some tasks are given on Tapestry and parents/carers also use it to share their child's learning with the class teacher

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?

All year groups have access to live teaching by either their class teacher or a member of the teaching team which lasts for approximately 3 hours. Children can participate for as much or as little as is manageable for each individual family's situation.

Parents/carers do not have to support during this session but we find that children often welcome a bit of encouragement/support from an adult who is in the room with them.

Each class is set afternoon challenges which vary from a short task; read a book on Bug club, to longer tasks; go on a walk to collect items to make a collage/ picture. The challenges also include some more open ended tasks; how many different ways can you make the number 13? Having a choice of tasks gives families the flexibility to choose a short task (approximately 15 minutes) or a long task (approximately 60 minutes) to fit in with their family circumstances. The tasks require adult support but can be completed over the week or at the weekend.

Year 1 and Year 2 may be given an optional project based 'homework style' piece of work for the children to complete over a period of 6 weeks. It is not compulsory and the idea is that children work independently to research and present information about a topic.

At Tweseldown we do not insist on all tasks being completed as we understand how challenging remote learning can be. The government guidance states that when teaching pupils remotely, schools should provide work for a minimum of 3 hours a day for Key Stage 1 and less for younger children (EYFS). If children participate for the full length of the live teaching and complete no afternoon tasks then the minimum number of hours per day will be met by children in Years 1 and 2 and exceeded by children in Year R as they follow the EYFS curriculum, not the KS1 curriculum.

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

For the live teaching sessions a register is taken, any child who is not present is phoned by the school to find out why they are unable to join and supported in accessing the learning as required. Children who do not have parental support during these sessions and are having difficulties will be asked if there is a grown up in the home that the class teacher can talk to. The class teacher will then have a brief conversation with the grown up at that point, and then follow up as required after the session.

Monitoring children's engagement with remote education is ongoing. Any concerns about a child's engagement with home learning will be raised with the parent/carer through either class email, a telephone call or a home visit. The school will put in place any support strategies that may be required to address any barriers preventing a child from engaging with home learning. These may include; printing off the work to collect from school, explaining and modelling the use of remote learning, asking external agencies to provide the necessary equipment, providing emotional support, providing a small focus group to support a child's learning need.

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 during live teaching sessions are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- assessment of children's work is ongoing by the class teacher throughout the live teaching session as they teach. Assessment will take a range of forms such as; general observation, quizzes, open and closed questions
- feedback will be given verbally to children during the live teaching session, both individually and as a whole class
- pieces of work that a child uploads to Tapestry will be commented on by the child's teaching team
- if a child submits a piece of work they have completed in the afternoon, or as an additional piece of learning to the morning live teaching session, the class teacher will provide feedback within 48 hours
- following ongoing assessment, the class teacher directs children towards activities to stretch individuals or simplifies activities for those children who are finding the learning more challenging
- Children who would benefit from taking learning at a slower pace are invited to join our 'Little Gems' (in Year 1) and 'Little Nests' (in Year 2) live teaching groups.

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:

- a separate learning group will be set up to support children who may need the learning to be at a gentler pace, giving them more time to answer questions and give the opportunity for a more detailed explanation of a task
- a small learning group will enable the member of the teaching team to be able to focus on each child more closely
- resources will be sent to parents/carers in advance of the session taking place so they can see what the learning will be in advance
- the live teaching sessions have a snack and wiggle time planned in to enable the children a break from the learning, so they can re-focus before starting a new part of their learning
- the live teaching sessions are planned to be as active as possible in order to maintain children's concentration

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?

A child's remote education will not differ from the approaches described under the heading 'How will my child be taught remotely?' This is due to the model the school uses being accessible to all children irrespective of their circumstances (as the approaches described throughout this document show). The school staff will be in close contact with any family who is self-isolating to ensure all is well both with remote learning and their emotional health and well-being. If additional support is required, then appropriate provision will be put in place as much as the school is able to realistically and sustainably provide.