

**Yorke Mead Primary School**

**Remote Education Provision**

**January 2024**



**Our School Vision Statement**

***BRINGING LEARNING to LIFE***

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- *Happy, positive individuals*
- *Responsible citizens who make a positive contribution*
- *Confident, resilient, healthy & life-long learners.*

***DARE TO...***

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## **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 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 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?**

This includes a short term absence where a child or family member is awaiting a test result or the school is seeking further clarification in the event of a school wide closure.

If your child is absent due to illness, and not due to the need to self-isolate due to government guidance, we would not expect them to be working from home. Once they are well enough to work, we would expect they would return to school.

### **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?**

Where a child is required to self-isolate, as a result of government guidance a member of the teaching team (class teacher, teaching assistant or pastoral staff) will make contact with the family and encourage the child to send in completed learning using the Year Group email address, or the TEAMS network, so that feedback can be provided. In the case of the child being on the SEND register, our school SENCO will liaise with the class teacher to ensure the learning that has been provided is suitable for the child, and may also be the adult who makes contact.

In the case of a whole class/year group/whole school closure, due to government guidances or due to national restrictions, all learning will be available online. The school has adopted TEAMS for Education. Assuming that the class teacher is well enough to isolate and work from home, each day the class teacher will make contact using the TEAMS for Education site and work will be communicated either using TEAMS or Schoolcomms (Nursery). If the class teacher is not available due to illness, another teacher will deliver this learning or make contact.

Senior Leaders will deliver at least one assembly each week during the period of closure, either by video or over TEAMS. Year group email addresses will be used for families to send in learning and communicate with class teachers if they cannot submit this via TEAMS. Year group teachers and support staff will monitor the emails but it is the responsibility of the class teacher to ensure a response to children in their classes. (In the case of a teacher being unwell, this responsibility will be shared among the team and SLT).

Please note staff members are not expected to answer emails outside of normal school working hours (8.30am – 4.30pm).

In the case of part closure, if we are able to organise additional reading books for the period prior to closing, we will endeavour to do this. If a class/year groups closes, and we do not have sufficient notice to organise this, we will direct you to online reading resources.

In addition, the teaching staff (class teacher, teaching assistant or pastoral staff) will make contact with families, who are not attending the live online sessions, by telephone at least weekly if they are able to be in work. We do not expect staff to make telephone contact with families if they are not able to work in school.

If a member of staff has any concerns about a child or family, these will be shared with a Designated Safeguarding Lead without delay. Where teachers are unable to make contact with a family, and there is no safeguarding concern, this would be referred to the Phase Leader in the first instance, and to Senior Leaders should the problem persist.

Families of children on the SEND register would also be contacted by our school SENCO to ensure that they were able to access the learning provided. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, units of work may be switched if teaching these remotely is not practical – such as electricity in science being deferred and bringing forward a unit planned for later on evolution and heritance.

## 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:

Early Years Foundation Stage	A weekly grid to go out with the 7 areas of the EYFS and ideas for learning through play opportunities, including links to online videos etc that we may well use in class (wake and shake/ mindfulness etc)  Daily Phonics video introducing new sound and ideas for activities  Daily story video  Phone call once a week (Teacher or TA) or Teams face to face (Reception)  <i>Minimum expectations: 3 hours of activity including child initiated learning daily</i>
Key Stage 1	Daily phonics (reading and spelling) Daily guided reading Daily English lesson Daily maths lesson Science 1 x week Weekly grid with overview of learning Guided PE activities

	Daily story Well-being check-in  <i>Minimum expectations: 3 hours daily</i>
Key Stage 2	Daily guided reading Daily English lesson Daily maths lesson Science 1 x week Daily foundation subject Guided PE activities Daily story Well-being check-in  <i>Minimum expectations: 4 hours daily</i>

## Accessing remote education

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

For Reception to Year 6, each child has a TEAMS log on and all learning is uploaded to TEAMS for them to access. All learning can be completed on paper if the child is not able to access a laptop, and parents are able to request a paper copy of the power points etc. if needed.

Exercise books are available in the school foyer so that children are able to keep all of their remote learning together.

### 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:

If pupils are not able to access the online learning due to lack of devices the school will support in the following ways:

- We have a very small bank of laptops that the DfE have provided for vulnerable pupils. These will be lent to parents with a formalised agreement.
- If we are not able to offer a device, or parents are struggling with the online platform, arrangements can be made for parents to have work emailed to them or for packs to be printed and collected from the school office.
- Where pupils are not able to submit work to their teachers online, they are able to photograph and email work in.

## **How will my child be taught remotely?**

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

We fully understand that learning needs variety both to keep the children engaged and to be able to work for everyone. This is just as true for remote learning as it is learning in the classroom. For this reason we offer a variety of remote teaching approaches, allowing for children to be able to continue to learn whether they access the 'live' session or not.

Our remote learning includes:

- live teaching (online lessons)
- recorded teaching (video/audio recordings alongside powerpoints made by teachers)
- worksheets or practical tasks
- well-being check-ins with teachers/staff
- stories read by the class teacher or teaching assistant
- an online assembly with a member of the senior leadership team
- 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 linked to the main theme of learning

## **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? The extent to which your child will need your help and support with their remote learning is dependent upon their age and ability. Many children can be very independent, and we aim to help children be as independent as possible.
- It is important that home and school have shared expectations. Children will need support with establishing routine and to be provided with an appropriate, quiet working space. This is something parents will need to support.
- For keyworker children who are attending school only on the days necessary, it is important that they bring their work done at home into school with them. We suggest that a small folder be kept with their home learning work in which can be brought to school on the days they attend and emptied every couple of weeks.
- We ask that all children are dressed ready for any live teaching or assemblies. No pyjamas please.

- As always, the success of our work will lie in the partnership between home and school. We will do as much as we can to support you. We are sure you will do the same to support your child. Communication between home and school will be key to this.

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

- Teachers are monitoring daily the children who are attending the live sessions and the work that is submitted. There is an expectation that at least one piece of work is uploaded and submitted each day, though children are strongly encouraged to upload all of their work.
- If children are not attending the sessions, and we have not been made aware that they are unwell, the class teacher will make contact with parents to try to offer support and plan a way forward. If this does not result in engagement moving forward, a member of SLT will make contact.
- Ultimately, the engagement is dependent upon the support of parents. We will do all we can to help, but this requires us to work in partnership – home and school together.

### **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:
- Children need feedback to motivate them and to help them to understand how they are doing. Some tasks are easier to give feedback on the final piece without seeing the process than others.
- Assessing the level of attainment is always much harder when you are not 'in the room' to see the process of work, or know how much support a pupil has needed. At Yorke Mead, we firmly believe that formative assessment is the most important form of assessment. This is harder working remotely. When work is submitted, this will be used to inform the teacher and support next step planning for the child.
- Teachers will set tasks to be marked by them, and also tasks children can mark themselves to allow more immediate feedback. Sometimes quizzes will be used to assess the level of knowledge of the children; these may be marked via a digital platform.
- Children will be asked to submit at least one task/piece of work a day and teachers will mark and give feedback on at least one piece of work each day. Sometimes teachers may decide it is important to mark more than one piece of work. If a piece of work is to be marked, teachers will ensure children know they need to submit that particular piece of work.
- Teachers will set a reasonable deadline to allow time for parents with different shift

patterns to be able to upload the work; it should be noted however that teachers cannot be expected to mark work not submitted by the deadline. Workload is greatly increased managing remote learning alongside in school learning for keyworker and vulnerable children.

## **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:

- Children with SEND who are working at school action level, in the main, will be able to access the class work at the 'super' level. Additional resources will be made available to support this.
- If your child has needs that requires a curriculum that is individualised and adapted due to their high needs, their work will be provided via the SENDCo, who will ensure this is appropriately differentiated.
- Some SEND children may be provided with additional differentiated, small group work depending upon the capacity of staffing.
- Children in the youngest year groups will be provided with a stimulus to support their learning and tasks set will be as practical in nature as possible.

## **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.