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?

In the event of a **whole school closure**, teachers will direct pupils to the Oak National Academy website and the BBC website in the first instance. Teachers will then ensure that planning for pupils still attending school and the extended provision for pupils learning remotely is aligned. Additionally, teachers may also direct pupils to complete activities on PurpleMash and Timestable Rockstars (KS2) and Numbots (KS1). Arrangements will be made for pupils to collect any belongings whilst adhering to social distancing protocol including: school exercise books, pencil cases and reading books.

In the event of a class closure, teachers will endeavour to plan curriculum content which is broadly similar to the content that would have been covered in school during the period of remote learning. Teachers will provide resources and activities that can be used by children who are learning remotely.

Communication with parents via the school website will continue. Support for accessing online platforms is available via the school website under the Remote Education heading on the Curriculum page. Here, parents will be able to access recommended remote learning websites signposted by the government (such as Oak National Academy and the BBC) as well as specific software packages that the school has subscribed to.

Any technical issues that parents and carers experience with regard to passwords for various accounts should be directed to the enquiry@moseleyce.bham.sch.uk email address and a member of staff will seek to address your issue within 2 working days.

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 endeavour to 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 where parents are not likely to have access to the same equipment as that in school e.g PE, Art and Forest School.

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 and Key Stage 1	3 hours a day on average
Key Stage 2	4 hours a day minimum

Accessing remote education

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

A weekly timetable for each class will be produced and sent on a Monday morning to parents using Purple Mash. This timetable sets out the various lessons each day, where the resources can be found and how they are to be submitted. The majority of work set for pupils in Years 1-6 will be accessible on Purple Mash, including but not limited to PDFs, Word documents, Powerpoints and Videos. For the Reception class, parents and carers will use Tapestry to access learning resources.

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:

In line with ensuring that every child is able to work remotely, the school has completed the following:

- Questionnaires have been sent out to parents to assess the level of support needed with regard to technology.

- Paper packs are available for those parents who have limited access to devices/printers.

- Local business support secured with regard to printing and devices.

- Laptops from the DfE to support those children who are not currently able to access online learning.

- As there may be multiple children within a household, and parents who also need to access technology when working from home, consideration has been given to the amount of synchronous teaching and timings so that there is a flexible and workable approach.

How will my child be taught remotely?

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

Reception:

- In YR, the teacher will set at least one focussed activity per day as well as a range of other activities which can be used to extend and consolidate children's learning across the different prime and specific areas of learning.
- Activities that are planned will be appropriate to the age and stage of development of children in the class.
- Phonics will be taught daily (see below)
- Parents and carers will use Tapestry to submit photographs and comments to evidence their child's learning. The teacher will use this evidence to inform their assessment and provide feedback

Key Stages 1 & 2

Maths
- Maths is taught daily. Each lesson is 30-60 minutes long.
- Our school is following the White Rose Maths scheme from YR – Y6.
- Our school has purchased access to White Rose Premium resources which teachers use in school and which teachers will use to support children who are learning remotely.
- White Rose Maths premium resources include videos and resources which link directly to the sequence of lessons being taught in school.
- Teachers may supplement the White Rose scheme with a range of other resources. Including: Oak Academy Maths lessons; BBC bitesize Maths lessons; My Maths; Numbots (KS1) and Times Table Rockstars (KS2).
- Our school has also subscribed to Purple Mash. Teachers will use Purple Mash to set 2Do tasks for children to complete.
- Teachers may share links to other educational websites or plan and provide other resources for maths lessons.
- Where possible, teachers will endeavour to provide individualised consolidation and extension for individual pupils.

English

Writing
- Writing is taught daily.
- Writing lessons will usually focus on spelling, grammar, handwriting, vocabulary or the writer's toolkit during each week.
- The duration of lessons varies.
- A sequence of writing lessons will build towards developing a piece of writing. If children need to write a longer piece, teachers will share an exemplar and a writers toolkit checklist to support children to know what they need to include in their final piece.

Handwriting

- Handwriting is taught 3 times per week. One of these handwriting lessons might also be used to teach and consolidate spelling.
- Each lesson should last at least 10 – 15 minutes.
- Our school follows the Letterjoin scheme from YR – Y6.
- Our school has purchased access to Letterjoin which teachers use in school and which teachers will use to support children who are learning remotely.
- Letterjoin includes animations of letter formations, joins and words and a range of dictation exercises.
- The log in details have been shared with all families to enable families to access resources at home.

Daily phonics lesson (Reception and Key Stage 1)

- Phonics is taught daily in YR-Y2.
- Each lesson should last approximately 20-30 minutes.
- Our school follows the Letters and Sounds from YR – Y2.
- For remote learning we will use the DFE recommended website: https://www.lettersand-sounds.org.uk/for-home/overview

Grammar lesson (Key Stage 2)

- Grammar is taught once per week as part of writing lessons.
- Teachers might also share links to Oak Academy Grammar lessons.
- Teachers might share links to BBC Bitesize Grammar lessons.
- Teachers might also provide worksheets with other grammar activities.

Reading Lesson

- Children should read for pleasure daily.
- Our school uses Big Cat Collins. Teachers will share the title of the E-Book that children will be reading that week.
- Our school uses CLPE Power of Reading.
- In the event of a pupil self-isolating the teacher may share resources that will be used in class linked to the Power of Reading core book or a Home Learning alternative.
- Alternatively, if the lessons planned for use in school are not conducive to home learning then teachers may share a link to a series of Oak Academy lessons, BBC Bitesize lessons or Reading comprehension worksheet resources which might relate to topics covered in other subjects.
- In the event of a bubble closure or a full closure, teachers may record a video of an input to the Reading lesson for children to watch as an introduction. Teachers will set activities for children to complete and submit using Purple Mash or Class Dojo.

Other subjects

- Each day there will be at least one lesson planned for one of the foundation subjects (science, history, geography, music, computing, art, RE, PSHE, PE, DT, French)
- In the event of a pupil self-isolating the teacher may share resources that will be used in class or a Home Learning alternative. Alternatively, if the lessons planned for use in school are not conducive to home learning then teachers may share a link to a series of Oak Academy lessons, BBC Bitesize lessons or provide other resources which relate to the topic being taught.
- In the event of a bubble closure or full school closure, teachers may record a short video lesson for children to watch at home.
- In the event of a bubble closure or full school closure teachers might use Purple Mash to set foundation subject activities or quizzes.
- Teachers will ask children to submit their work using either Purple Mash.

Live Sessions:

We want to provide the best support to our home learning children and we have based our response on to delivering this on the EEF research into best practice. A summary of the key points can be found in this document: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdfRemote

The research is clear that 'Teaching quality is more important than how lessons are delivered. Pupils can learn through remote teaching. Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.

While teachers will endeavour to offer some live sessions, the feasibility of providing this in a single –form entry school where staff are also teaching the children of critical workers will be taken into consideration to ensure that workload remains manageable. Furthermore, the inflexibility of synchronous teaching and access to devices across families will be considered to ensure a workable solution for pupils and families.

Live sessions may include the following:

- Morning registration/catch up
- Storytime
- Teacher Feedback
- Collective Worship
- Catch-up sessions
- Lesson introductions

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?

It is important that children engage with the remote education provided so that they don't fall behind with their learning; however, we do acknowledge that each family's home circumstances are unique and there may be a range of factors that affect children's engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

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

Whilst a child is learning remotely, teachers will keep a record of which children are submitting work and how often. This information will then be feedback to a member of SLT.

If children have not submitted work, teachers will endeavour to contact parents/carers as soon as possible, to ascertain the reasons behind why a child may not be engaging with school work and assess what the problems may be and take the appropriate actions to support as necessary.

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:

The weekly plan sets out what work is to be submitted and via what platform. Teachers will assess every piece of completed work that is uploaded to Purple Mash (at least one piece a day) as soon as is reasonably practicable to do so. Teachers will feedback either verbally or with a written comment and make corrections where necessary in order to support the children in making progress. This may be delivered as whole-class feedback.

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 class teacher may liaise with the SENDCO to plan remote learning for children who have SEND or individual targets in their class,
- The class teacher / TA will provide individualised activities for children with an EHCP who are learning remotely.
- The SENDCO will make contact by telephone weekly with the parents / carers of children with an EHCP who are not in school.
- Class teachers will work with TAs to adapt resources and learning activities for children who have SEND or individual targets in their class.

- The class teacher may discuss any further adjustments to remote learning that might be needed during telephone conversations with parents.

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.

My child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In the event of a child self-isolating, the teacher will use the weekly overview to inform parents which White Rose Maths lessons the class are working on in school and will share videos and resources for children learning remotely to use.

The teacher will use the weekly overview to inform parents which day handwriting lessons will be taught and the activity that class will be completing.

For children in Reception and Key Stage 1, the teacher will inform parents which of the English Hub Letters and Sounds videos replicate the phonics teaching in class.

In the event of a pupil self-isolating the teacher may also share resources that will be used in class or might share a link to series of Oak Academy lessons or BBC Bitesize lessons. Activities may be set using Purple Mash or Letterjoin.