All Saints CE Primary School and Nursery
Remote Education Provision

www.allsaintsceprimaryschoolandnursery.co.uk
'Learning for life, building a firm foundation'
'This is a Good School' Ofsted, February 2016

Remote education provision: information for parents and carers
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. Remote learning can include digital or 'online' learning activities and paper based activities. Online activities can include pre-recorded lessons, the use of videos on other websites and direct 'live' teaching through Microsoft Teams.
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?

> Children will receive a paper pack of work covering basic skills for the first few days until suitable work is organised or the child returns 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?

- Key Stage 1 and 2 teach the same curriculum remotely as we do in school.

- Early Years Foundation Stage teaches 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, using craft materials or access to outside spaces. Providing paper copies and online versions of power points to support learning at home.

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:

Foundation Stage	We provide a suggested timetable each week. This is set out as the school day and is followed in school too. There are daily Phonics, Maths and curriculum activities for each day.
Key Stage 1	Up to 3 hours a day
Key Stage 2	3-4 hours a day

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

- All weekly timetables for Foundation Stage, Key Stage 1 and 2 can be found on the school website Remote Learning | school-template (allsaintsceprimaryschoolandnursery.co.uk) and a text with a link to this page is sent to parents every Friday. An outline for the four teaching sessions each day is included on the timetable.
- All websites, links and resources needed for activities will be listed on the weekly timetable.
- Key Stage 1 and 2 children have log on details to http://www.welearn365.com/. On this website they can access their school email and Purple Mash.
- All children have been issued with a log on details for http://www.welearn365.com/ and for Times Tables Rock Stars- Times Tables Rock Stars (ttrockstars.com) (please contact the office if your child has lost these or is unable to recall them).
- How to log onto http://www.welearn365.com/ is included on the school website and children in Key Stage 2 have been taught how to access these websites and resources in school in weekly computing lessons.
- Key Stage 1 story time website links can be found each week on the school website.
- Homework and any additional activities will be put onto the school website or emailed directly to children as appropriate.

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 digital and online access at home. We take the following approaches to support those pupils to access remote education:

- If you are unable to access the internet, we will provide a paper copy of all resources we are using and we provide alternative activities that do you always require using the internet.
- We have been allocated a small number of laptops and these are being distributed to families following a survey about access to devices and discussions with families.
- If devices are borrowed from the school, parents complete a loan agreement and adhere to this whilst the device is on loan.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) are linked to the curriculum for the week.
- Teachers and teaching assistants can provide support through email or telephone conversations.

How will my child be taught remotely?

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

- Year 5 and 6 children have 4 sessions per day, 1 x English, 1 x maths, 1 comprehension and 1 topic.
- These are taught in a variety of ways as described below:
- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons), Microsoft teams teaching for small groups of children
    - commercially available websites, including Times Tables Rockstars, https://www.bbc.co.uk/bitesize/primary, supporting the teaching of specific subjects or areas, including video clips or sequences
- Worksheets and written activities uploaded to be completed at home and then uploaded on to Purple Mash or returned via email to Year6ASN@welearn365.com, Year5ASN@welearn365.com, Year4ASN@welearn365.com, Year3ASN@welearn365.com, Year2ASN@welearn365.com, Year1ASN@welearn365.com, nurseryASN@welearn365.com or receptionASN@welearn365.com

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?

- Parents can help support children by using the time table as a guide to help keep a routine in line with a normal school day.
- The timetable for foundation stage is a guide that allows for flexibility when children are struggling to engage with topics and is easily adaptable to work around your own work schedule.
- We hope that pupils will engage with each day's work and upload their work to Purple Mash or email as appropriate or complete the paper work pack which will be collected weekly by the school.
- We hope that parents will support their children by helping them navigate to the work, complete the work and upload the work, if necessary.
- We hope that parents will establish routines for the day, if possible.
- We know that remote learning can be really challenging for parents who are working from home and/or caring for other children. Please support your child to complete as much as possible in your circumstance.
- If at any time during remote learning, parents/carers need support or have any questions about learning from home, we ask that they contact the class teacher in the first instance for further support. This can be done by emailing or contacting the school office.
- We welcome photos and work which can be sent to the individual class email addresses listed in the previous section or to admin3101@welearn365.com

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

- Teachers and teaching assistants will check Purple Mash and emails returning work daily to monitor each child's engagement with the work set.
- If we observe that children have not engaged with their remote learning, we will make contact with the families, to see if there other ways in which we as a school can support, whether with further resources or advice/ideas. This may include resetting work with additional support and guidance.
- Regular contact (telephone calls, texts and emails when appropriate) with parents and carers regarding engagement and any concerns.
- Teachers and teaching assistants will check returned work packs and follow up with feedback (written or by telephone call or text).

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:

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- When giving feedback face to face to children within the classroom we use a variety of methods. In a similar way, this will take many forms, while learning remotely. Feedback may not always mean extensive written comments for individual children.
- When learning remotely, we will use a variety of feedback methods. These may include teachers making comments on a child's piece of work.
- When giving feedback, we may not comment on every single piece of work but on those where teachers can support children in the next steps and/or feel additional encouragement is needed.
- Foundation Stage will also provide feedback through weekly phone calls or replying to emails received.

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:

- For those parents with children who have additional needs, we will work together to support you in giving ideas and activities that you can use to support your child's learning at home. Regular phone calls are made to all parents of pupils on the SEND register to offer support
- Some pupils with SEND are provided with individualised work packs.
- All children with an EHCP will be provided with a re-integration plan to support their return to school.

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?

Work will be provided online or as paper packs depending upon the needs of the child and family.