# Farsley Springbank Primary School




## Coronavirus(COVID-19)

## Remote Education Provision

## Information for parents

# 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?

The school will use Google Classroom for children in Year 1 to Year 6 and Tapestry for Reception children.

For the first day or two, the Year 1 to Year 6 teachers will upload activities such as TTRS, Spelling Shed, arithmetic work, a White Rose Maths teaching video, a RWI phonics video (Reception and Year 1 only) and one or two lessons from Oak National that reinforce teaching and skills already taught.

Depending upon the notice for closure, school will send home a pack with your child that contains work that can be done at home. Packs will be delivered or be available to collect from school if children do not have them at home already.

### 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 wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, practical work involving the use of specific resources cannot most often take place at home. Where this is the case, the children will be directed to pre-recorded teacher demonstrations or commercial videos to support the teaching of concepts.

## 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:

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|---|---|
| Key Stage 1 | In Key Stage 1, we expect up to 3 hours of learning a day on average (with less for younger children). This includes either recorded or live direct teaching and will be of equivalent length to the core teaching pupils would receive in school. |
| Key Stage 2 | In Key Stage 2, we expect 4 hours of remote education a day, that includes either recorded or live direct teaching and will be of equivalent length to the core teaching pupils would receive in school. |

## Accessing remote education

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

**Reception**
Learning will be provided via the school website and **Tapestry**. Reception parents have got Tapestry accounts with own usernames/password so can access remote education through there. Remote education will also be provided via the school website https://www.farsleyspringbank.co.uk/

**Year 1 to Year 6**
Primarily, children in Years 1 – 6 will access their remote learning through the digital platform, **Google Classroom**. Lessons will be posted into the classrooms for children to complete.

All children have an individual username and password to access Google Classroom. If any parents need help to access Google Classroom, please contact the class teachers or the school office on info@farsleyspringbank.co.uk

## 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:

- A limited number of devices are available for families who do not have a suitable device. The school has sought to establish this information in order to ensure the appropriate support can be provided. If you feel a device or sim card is required for your child to access their learning, please get in touch to discuss options.
- Where devices (including laptops/ Chromebooks) have been distributed, parents/carers are required to sign a loan agreement with the school.
- We are providing all children with paper packs every two weeks to support online learning so we can provide additional paper work packs for children who are not able to access any form of online learning.

## How will my child be taught remotely?

Each day will begin with a Google Meet or Zoom meeting led by a member of staff in the year group – all children are expected to attend.

Core subjects are delivered daily and will be delivered in the school morning. In an afternoon, teachers may deliver a class read, or set a topic lesson depending on Key Stage.

The remote teaching approaches that we employ are for Year 1 to Year 6:

- recorded teaching (video/audio recordings made by teachers or other sources such as White Rose Maths, Read Write Inc Phonics, Oak National Academy lessons. Lessons included learning tasks for children to complete.
- short bursts of live teaching (online via Google Meet or Zoom)
- printed paper packs produced by teachers (e.g. worksheets or workbooks)
- links to commercially available websites supporting the teaching of specific subjects or areas such as Spelling Shed, TTRS/Numbots etc.

In Reception, children have pre-recorded daily maths lesson, phonics lesson (reading and writing), a daily story time and a daily song. Photographs and comments about the child's learning can be uploaded by parents/carers to Tapestry, where feedback can be given by staff. Reception have a live Zoom meeting twice a week so share stories, songs and games.

# 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 expect all children in Year 1 to Year 6 to attend the daily Google Meet/Zoom session first thing every day where the teachers will outline the expectations of work and learning tasks for the day and a register of attendance will be taken. Teachers will be clear about whether they expect attendance at other live sessions throughout the day as this varies.

We expect all children to complete the lessons set for them by the teacher each day wherever possible, giving priority to reading/phonics, writing and maths if necessary. As many lessons are pre-recorded, children can access them at a time that is convenient.

Drop in sessions are sometimes offered to support children with their learning. Attending these sessions is optional but we would encourage children to attend as it allows them to access support and feedback from their teachers.

We ask that parents support their child to develop a daily routine by ensuring they attend the morning meeting and access Google Classroom. We ask that parents support their child with their lessons and learning as needed, although we would encourage children to complete lessons as independently as possible. We do recognise that this is more challenging with younger children. We expect that parents will contact the class teacher if they need support.

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

As mentioned above, registers are taken to monitor attendance at morning meetings. Engagement is also monitored through assignment hand in's and emails received of learning.

If there is a concern about children's engagement, teachers will contact to try and provide a resolution. In the event engagement does not improve, the schools' SLT may make contact to offer support.

Teaching assistants will make contact at least once a fortnight by phone with all children in Reception to Year 4 who are not in school. Year 5 and Year 6 children will not be contacted unless there is a concern as the children are seen regularly in live sessions during the day.

The wellbeing of every single person in our community is incredibly important. If we can help in any way, please do let the Headteacher or class teacher know if you feel that your child, you, or your family members are struggling.

### 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:

- Feedback may given via the 'Private comment' facility on Google Classroom or via the class teacher's email to individuals. This may be written or verbal using audio recordings. As in school, teachers will follow our minimal marking policy, providing marking in a timely manner. Assessment will also feed forward into planning for future lessons.
- Whole class feedback is also provided during live sessions.
- Higher up the school, feedback is also provided through drop in sessions where teachers will use questioning and assessment techniques to provide individual children with feedback and support.

## 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:

In the first instance, children with EHCP's have been offered places in school. For those children who need additional support from school, SLT will have been in touch to discuss options. If you feel additional support is needed, contact your child's class teacher.

Where parents have chosen to keep children who need additional support out of the school site, we will offer support such as personalised learning packs and adapted lessons where possible.

For Reception pupils, we will use the Tapestry platform, which allows evidence to be uploaded by parents and the school website to provide short pre-recorded lessons for children to complete.

## 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?

Where individual pupils need to self-isolate (and are otherwise well) but the majority of their classmates remain in school, the teacher will provide learning via Google Classroom for children in Year 1 to Year 6 and via Tapestry for Reception children.

The learning will be as closely matched to curriculum being covered in school as possible. Lesson will be provided using teaching videos from White Rose Maths, RWInc phonics and Oak National Academy.

Children will receive check ins from an adult at school every couple of days, although this may not always be the class teacher.

When children are ill (whether isolating or not) there is no expectation for them to complete home learning tasks.