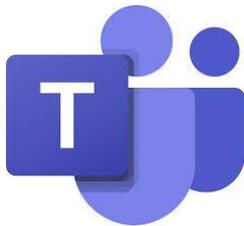


South View Community Primary School

Remote Education Provision

January 2022



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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 if local restrictions require entire cohorts to remain at home, or in the event that your child needs to self-isolate.

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?

For the first day please complete the following tasks with your child: Reading (eBooks are also available on the oxford owl website), Number Bonds (KS1) and/or Times Tables Rock Stars (KS2) and Phonics or Spellings practice.

After day 1 your child's class teacher will upload work throughout the remote learning period onto Microsoft TEAMS (KS1 and KS2) or Tapestry (EYFS). This will go live by 8 am each day.

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 have needed to make some adaptations in some subjects. For example, if music lessons are meant to be practical with instruments a programme of more theory-based work will be set.

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:

Primary school-aged pupils	<p>EYFS – 3 hours a day (max)</p> <p>KS1 – 3 hours a day</p> <p>KS2 4 hours a day</p> <p>Set between hours of 9 and 3</p>
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Accessing remote education

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

Microsoft TEAMS - <https://www.microsoft.com/en-GB/microsoft-365/microsoft-teams/group-chat-software>

SPAG.com (KS2) -<https://www.spag.com/>

Accelerated Reader (KS2) -

<https://ukhosted111.renlearn.co.uk/6704845/Public/RPM/Login/Login.aspx?srcID=s>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

Oak Academy - <https://classroom.thenational.academy/subjects-by-key-stage>

White Rose Maths -<https://whiterosemaths.com/homelearning/>

Times Tables Rockstars (KS2) - <https://trockstars.com/>

Letter Join (Handwriting Package) - <https://www.letterjoin.co.uk/>

Tapestry - <https://tapestryjournal.com/>

Education City - <https://go.educationcity.com>

Oxford Owl – <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

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:

- We have provided a survey for parents to indicate to us whether they require the loan of a device. Parents can email in to the enquiries@southview.lincs.sch.uk if they require a device or speak to their child's class teacher.
- We have a number of laptops and iPads available for loan. Parents are required to sign a form indicating that they will look after the device while it is at home.
- We have a dedicated remoteteaching@southview.lincs.sch.uk 'tech support' email address to support parents and children with accessing remote learning.
- As a last resort when remote learning is not effective, we are able to provide paper copies for parents to be collected from the school office.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, audio book readings by staff, white Rose Maths)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books provided by school
- 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

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?

At South View we expect that pupils will engage with remote education and that parents will support this in setting out routines.

Parents are to contact school, as soon as possible, if they are unable to support remote learning.

Parents to praise effort and perseverance

Pupils and parents to return work as requested by their teachers.

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

Children's work is checked on a daily basis remotely by either their teacher or their class teaching assistant. If there is a concern that remote learning is not being accessed the class teacher will speak with the parents and children in the first instance. Reports from TEAMS will show us which children are accessing work and those who aren't. A member of staff will contact the family to discuss why work is not being completed and to assist. Parents in EYFS will upload pictures/work/information to show children's learning at home or alternatively they will email the class email address weekly.

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:

Work submitted is marked via Microsoft Teams and sent back to the pupil for instant feedback. Emails are sent to parents and children throughout the period away from school and feedback is given through this avenue also.

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:

We will work with families to deliver remote education for pupils with SEND by ensuring that work provided is challenging but achievable. We encourage any 1:1 TAs to provide individualised work/activities and communicate with them directly more regularly to provide that 'familiar face'.

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?

Individual pupils who are self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day via TEAMS.

First day of home learning – When the school office has been notified of your child's absence from school please complete the following tasks with your child: Reading (eBooks are also available on the Oxford Owl website), Number Bonds (KS1) and/or Times Tables Rock Stars (KS2) and Phonics or Spellings practice.

From day 2 - Your child's class teacher will upload work for the isolation period (days 2 – 10) onto Microsoft TEAMS (KS1 and KS2) or Tapestry (EYFS). This will go live by 8 am each day. Children will be set work that will link as closely as possible to current learning in school.