

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 (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.

Our School Offer

During the current COVID-19 pandemic, Red Rose Primary School will endeavour to provide all children with:

- immediate remote education via Google Classroom (Y1-6) or Tapestry (EYFS)
- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations.
- give access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum ensuring knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

Preparation by School

The school will ensure that the following actions are taken prior to any pupils needing to self-isolate or partial or full closure of the school (where possible):

- We will provide all children with:
 - an exercise book that they can use for their daily writing and any other paper-based activities that they do at home.
 - Power Maths Book (KS2)
 - Paper
 - Login details for Google Classroom
 - Login cards for all online learning platforms – *Mathletics, Times Table Rockstars, Lexia & Accelerated Reader (as required)*

Should you require pens / pencils or any other equipment please let us know.

- Staff will ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.

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Preparation at home

Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.

Online Access

It is expected that children will access most of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will ensure they are provided with a Chromebook for the duration of their child's absence.

If they do not have access to the internet (including mobile phone data), school will remind parents/carers that:

- they can continue to liaise with school staff who will provide paper-based activities

Stage 1 - If an individual child or a small number of children need to isolate

The school will endeavour to:

:

- provide immediate access to our online learning platform through your child's Google Classroom.
- 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, English
- provide / signpost families to online, high quality lessons, videos and resources daily
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for the week is uploaded on a Monday morning.
- carry out a welfare call to discuss remote learning, following three consecutive days absence, with subsequent calls as required
- provide immediate access to a Chromebook (at parents/carers request), if there is no access to a device at home
- provide paper-based resources for all subjects / maths and English / foundation subjects, if the child has no internet access at home

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Parents/Carers are requested to:

- inform school as soon as the child needs to isolate
- inform school of any test results as soon as possible, the same day
- inform school on the first day of absence, if they would like to loan a Chromebook.
- inform school on the first day of absence, if they do not have any access to Wi-Fi or mobile data
- access remote learning resources immediately, on the first day of absence
- complete online/offline daily learning tasks
- ensure work is completed according to the class timetable
- contact school if they have any concerns relating to the work provided
- submit / hand in the completed work in the agreed way
- inform school when the child will be returning

Stage 2 – If one or more class bubbles need to close

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. During these first couple of days remote learning will form the same format as Stage 1 procedures.

Following the first few days of remote education, children will be taught broadly the same curriculum as they would if they were in school. However, we have needed to make some adaptations in some subjects.

The school will endeavour to:

Fulfil all of the above criteria for Stage 1 and in addition:

- inform parents that the bubble will close as soon as possible
- activate the online messaging service through Google Classroom
- provide daily videos on the online learning platform
- provide a daily 'live' English lesson (Y1 - Y6). Slides will be added to the Google Drive for those children unable to access the session.
- provide timely feedback to all children
- respond to parents' messages (that confirm to the messaging protocol) within school working hours 8:30am – 4:30pm
- adapt upcoming lesson provision (on the school website) based on the children's work submitted the previous days
- contact parents/carers who do not have access to the internet (or mobile data), weekly
- contact parents/carers following no work submission or contact through messaging, after two consecutive days

Parents/Carers are requested to:

- inform school on the first day of closure (or before if possible), if they would like to loan a Chromebook.
- inform school on the first day of closure (or before if possible), if they do not have any access to Wi-Fi or mobile data
- complete online/offline daily learning tasks
- access remote learning resources immediately, on the first full day of absence
- ensure work is completed / endeavour to complete work according to the class timetable
- ensure work is submitted / endeavour to submit completed work by the end of every school day
- submit children's work according to the class timetable using agreed methods
- send messages to teachers, adhering to the messaging protocol, should they have any queries
- allow children to respond to any feedback, marking or improvement prompts, provided by the teacher

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Remote teaching and study time 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 - 2 hours
KS1 - 2.5 hours
KS2 - 3 hours

How will my child be taught remotely?

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

- live teaching (online daily English Lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence

Additional support for pupils with particular needs

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:

- phonecalls home to discuss learning
- paper packs of appropriate work
- online videos and one to one virtual meetings

Stage 3 – If the whole school closes or goes into local/national lockdown

Fulfil all of the above criteria and in addition:

The school will endeavour to:

- provide fortnightly welfare calls (if the closure exceeds two school weeks)
- operate timely reward systems to celebrate home achievements
- provide weekly online, storytime sessions, through Google Classroom

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Further Support Available

If parents have any questions or concerns about remote learning, they should contact the following:

Issues in setting work – contact the relevant class teacher via email to the school office

Issues with behaviour – contact the relevant class teacher via email to the school office

Issues with IT – contact the school office

Issues with their own workload or wellbeing – contact Miss Herbert

Concerns about data protection – talk to the Data Protection Officer. Mr Ross

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Mrs Brinton or Miss Herbert.

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.