

Remote Learning Information for Parents
Spring 2021



J. Eagleton

21.1.21

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 or national lockdowns require entire cohorts (or bubbles) to remain at home.

1 What is remote education?

Remote education is any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital remote education: This is often known as online learning; this is remote learning delivered through digital technologies.

Blended learning: This is a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.

Synchronous education: This is live teaching via digital technology

Asynchronous education: This is when the material is prepared by the teacher and accessed by the pupil at a later date.

2 The remote curriculum: what is taught to pupils at home

A pupil's first day 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.

3 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All pupils will be able to access the google classroom for their year group and access the work that their teachers will have uploaded onto this platform for them providing they have a device and Wi-Fi access.

Timetables for the rest of the week will be uploaded so that the children know what time their zoom lessons will start (live lessons).

Details of the zoom lessons will be provided and offline work for pupils to work through.

4 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?

- Coit Primary has spent some considerable time developing a well-planned and well-designed curriculum. Therefore, we will aim to 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, aspects of PE may be difficult to teach at home due to a lack of equipment. Some Math's topics may require equipment at home to practice skills e.g. using a range of scales.
- In Computing –a lack of software/programmes might limit the teaching of some units of work
- In Art, a lack of materials/equipment may limit the teaching of some lessons.

5 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:

F2 and KS1 have 3+ hours' worth of online teaching and work to access at home

KS2 will have 4+ hours of online teaching and work to access at home.

EYFS	School
	Approximate times
Communication and language Reading Phonics Writing	1 hour per day (30 mins daily)
Physical Development	20 mins per day
Mathematics	1 hour per day
Understanding the world Geography/History/RE/Computing Expressive arts and design Art DT Music Personal Social and Emotional Development	One hour per day 3.5 hours per week

KS1	School
	Approximate Times
English which will incorporate Reading, writing, spelling, handwriting, Phonics	1 hour per day (30 mins daily)
Maths	1 hour per day
Science	1hour per week
Geography/History/RE	1.5 hours per week
Creative Arts-Music/Art/DT	1.5 hours per week
Computing	30 mins per week
PE	30 mins per day
RSHE	1 hour per week

KS2	School
	Approximate Times
English which will incorporate Reading, writing, spelling, handwriting,	1 hour per day
Maths	1 hour per day
Science	1hour per week
Geography/History/RE	2 hours per week
Creative Arts-Music/Art/DT	1.5 hours per week
Computing	1 hour per week
PE	30 mins per day
RSHE	1 hour per week

6 Accessing remote education

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

Google classroom- a free web service is used as the teaching platform at Coit Primary to streamline the process of sharing files between teachers and pupils.

Teachers and pupils can upload work and pupils can return finished work/videos/photographs of work/models. This allows the teacher to assess what/how well the pupil has understood the teaching points.

Parents and children can communicate via google classroom email/class email

Zoom - a cloud based, video conferencing service allows video and or audio virtual meetings.

B) 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

- Coit Primary has only been allocated 8 laptops and Wi-Fi routers from the DFE for KS2.
- These computers can only be loaned to a specific group of KS2 children
- An agreement for the loan of a computer is signed by the parents prior to the loan agreeing to the terms of the loan
- Coit Primary has ordered another 7 computers for KS1/F2 children and currently they have all been given to children to use at home
- Pupil packs are made and collected/delivered for those children who are unable to engage in online learning.
- If children are being taught in school, the loaned computers need to be returned to school immediately.



Device loan
agreement for pupils

7 How will my child be taught remotely?

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

- Live teaching (online lessons)
- Recorded teaching (e.g. video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Independent work for pupils to complete during the day uploaded onto google classrooms
- Commercially available websites are used to support the teaching of specific subjects or areas, including video clips or sequences
- Use of learning platforms to support learning e.g. White Rose Maths

8 Engagement and feedback

A) What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils should

- Attend the lessons where an invitation has been received
- Engage fully in the lesson
- Follow the school Zoom rules
- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if it is needed from teachers or teaching assistants as quickly as possible
- Alert teachers if they are not able to complete work
- Surveys will be used to gather information about how much work pupils are doing, how challenging the pupils have found it and what else could be limiting their engagement with work.

See Zoom Rules



Our Zoom rules Coit
adapted from Ecc.do

Parents

- Parents will need to make the school aware if their child is unwell or otherwise cannot complete the work set
- Parents will need to seek help in a timely fashion from the school if they need it - either via email or phone call or by using Google Classroom or class email
- Parents are asked to supervise* their children whilst on line.
- *Older children Y5/Y6 may well be able to access their learning with less supervision from an adult
- Parents will preferably ensure the children work in a communal space
- Parents may need to sit and support younger children more than older children who should be able to work without parental support (Child and need dependent)

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

- Class timetables are uploaded to google classrooms for the parents to access learning
- Class registers are completed **daily** to show attendance for on line learning
- Class resilience sheets are used to record contact with parents if children have not “attended” zoom lessons
- Contacts are then made via phone calls/zoom with pupils/parents to address non-attendance
- Phone contact is undertaken for more vulnerable pupils / pupils with SEND with an agreed frequency with parents *
- If parents do not respond to a phone call by the teacher, SLT will contact via phone/text/email/ letter
- If parents continue to not respond a home visit will be undertaken
- Additional contact made where applicable via Google Classroom and class emails

C) 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. Our approach to feeding back on pupil work is as follows:

Providing Feedback

4 types

- a) Groups versus Personalised Feedback
- b) Corrective Feedback
- c) Scheduling Feedback
- d) Clear expectations and requirements

Immediate feedback can be given through

- a) Chatroom discussions/questions
- b) Interaction tools
- c) Google form quizzes
- d) Q and A sessions at the start /in the middle /or at the end
- e) Cold Calling Questioning

Peer Interactions

These can provide motivation and support discussions. Chat groups/separating into rooms may support this (spring 2021 feature of Zoom enabled for pupils)

Regular Contact with Pupils

Teaching staff need to build in checks along the lesson (**Pause and Ponder** or **Pause and Practise**)

Google classroom is used as a platform for uploading finished tasks e.g. videos/photographs of work/models. This allows the teacher to assess what/how well the pupil has understood the teaching points.

Teachers send emails back to comment on completed work.

9 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 SEND Pupils remote learning school will:

- Replicate school support as much as possible, including the deployment of support staff alongside teaching staff
- Continue to provide interventions remotely where possible (1:1 interventions or small group interventions)
- Provide intense support for parents of pupils with SEND using a named member of staff for consistency
- Make / provide high quality resources accessible and editable
- Differentiated work for pupils
- Coloured overlays
- Scaffolded materials are bespoke for pupils

10 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.

Individual or Small groups of Bubbles

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

A Procedures for individuals/small groups of children who are having to self-isolate (school or household transmission)

On the first day of absence:

- a) School staff will contact the parents during the first day of absence and in conjunction with the parents, prepare a plan for remote learning for the following day assuming that the child is not ill
- b) Immediate Remote Learning Resources will be uploaded via google mail for the child to access on the **first day of absence**
- c) Teachers/TAs will send parents via google mail a timetable for the week which includes on line and off line provision
- d) Pupils can upload work/photographs to google classroom platform for the teacher to check



Weekly Remote
Learning Planner JE.

B Procedure for Class Bubbles who have been asked to self-isolate

On the first day of absence:

- a) The school will contact the parents via google mail and in conjunction with parents prepare a plan for remote learning for the following day. This will be done the day that the bubble is sent home.
- b) Immediate Remote Learning Resources will be uploaded via google mail for the child to access on the first day of absence.
- c) Each day, teachers will send parents a timetable for the day via google classroom email
- d) A mixture of daily online and offline teaching will be offered which fits as closely as possible to the curriculum which would have been offered in school.
- e) All resources to be uploaded and stored to Google Drive Remote Learning Folder



Thursday 15th
October.docx

C School Procedures for National Lockdown Remote Learning

- a) Whole school timetables will be created to prevent overlap zoom lessons. Children who are at home may not have access to their own computer. Siblings cannot zoom at the same time if sharing a computer
- b) DFE Laptops and School own laptops will be distributed with a signed contract between parent and school asap*. **See section 6B**
- c) Class timetables will be uploaded to google classrooms for the parents to access learning
- d) Class registers completed daily to show attendance for on line learning
- e) Class sheets are used to record contact with parents if children have not “attended” zoom lessons
- f) If there are significant concerns, then these concerns will be added to our online safeguarding system CPOMS
- g) Pupil packs made and collected/delivered for those children who are unlikely to engage in online learning and collection of packs logged on our class resilience sheets
- h) A further request should be made asking parents to upload proof of work undertaken (class specific).