



E P COLLIER

PRIMARY SCHOOL

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 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.

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?

- A paper letter for parents outlining expectations and suggesting ways to promote practical learning from home
- Paper activity pack with a selection of activities for learning from home
- Immediate access to Collins ebooks for daily reading practice at home
- Paper handouts with key learning resources (letter formation sheet, sound mats, tricky word cards, numberline/numbercard templates)
- Where needed, a supply of paper/scrapbook and pencils

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.
- It is impossible to recreate the practical, exploratory nature of the early years classroom at home but parents will be given opportunities and ideas for developing play 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:

Children in the Early Years Foundation Stage	Children of this age will find it difficult to focus for more than about 15/20 minutes at any one time.
Key Stage 1	We would expect pupils to engage in short sessions of this length 3 or 4 times throughout the day. (See daily planner)
Key Stage 2	Children will have access to 3 hours of work a day; this will be a mixture of independent activities, live sessions on Teams and video/PowerPoint/website resources on the school website
	Children will have access to 4 hours of work a day; this will be a mixture of independent activities, live sessions on Teams and video/PowerPoint/website resources on the school website

Accessing remote education

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

- Home Learning will be set via the class webpage <https://www.epcollier.reading.sch.uk> or on Teams assignments
- From here parents may also be directed to specific websites (eg. phonics play, Oak National Academy)
- Live sessions will be presented using Microsoft Teams
- The class email address will become the main portal for sharing learning, presenting work and providing feedback

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:

- Loaning school equipment to children who have no other means of access to the internet
- Providing support with Data packs in form of SIM cards
- Providing paper based alternatives so that children can still access learning

How will my child be taught remotely?

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

In the EYFS staff will use a variety of approaches to teach remotely :

- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- short-term project work where families can be involved in practical learning activities together (e.g outdoors nature hunt)
- a daily opportunity for live interaction with the class teacher (e.g story session, group chat, *What's in the box?* activity, singing)
- where absolutely necessary or in the event that online learning cannot be accessed, printed paper packs produced by teachers.

In KS1 teachers will use a variety of approaches to teach remotely:

- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- two daily opportunities for live interaction with the class teacher (e.g registration and setting up the day, story and feedback session)
- email individuals where necessary to support learning
- offer feedback on a regular basis in live session or via email

In KS2 teachers will use a variety of approaches to teach remotely:

- pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- three daily opportunities for live interaction with the class teacher (e.g registration and setting up the day, story and feedback session)
- email individuals where necessary to support learning
- offer feedback on a regular basis in live sessions or via email

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?

EYFS:

- We would expect pupils and parents to engage in short sessions of no more than 15 or 20 minutes, 3 or 4 times throughout the day. (See daily planner on the class webpage)
- We would expect children to log into a live session at least once a day
- At this stage of development it is important that children are also given time and opportunity throughout the day to play and engage in their own interests and fascinations. It is in this way that they test their new learning and develop their existing skills and understanding further. Teachers will provide ideas and opportunities for children to explore through their play. Whilst this may be set up and supported by parents it remains valuable for the children to direct their own play. Please remember that without the engagement of children's peers in school parents may sometimes need to interact and join in with this child initiated play.
- EYFS teachers would like you to send in photographs or email a response at least once a week to enable teachers to gauge how children are progressing. More regular communication is however welcomed.
- We would expect children to read at home every day from the Collins E Library

KS1 and KS2

- We would expect that your children would engage in the specified number of hours of work for their ages.
- We would expect them to log on at least once a day to a live session
- We would like them to return examples of work on a regular basis;
 - ✓ KS1 would like to have a minimum of three pieces of work per week – one English, one maths and one foundation subject. Additional work will be welcomed.
 - ✓ LKS2 would like to have two pieces of work handed in for marked feedback – one in response to a live reading session and one in response to a recorded English task. Maths feedback will be given during the live sessions. Any further work which you wish to send in will be welcomed.
 - ✓ UKS2 would recommend that they see, where possible, daily English, Maths and RIC completed work. End of unit tasks, such as the double-page spread in Science should also be submitted.
- We would expect them to continue with regular practice of number facts and daily reading at home
- We would expect the children to have daily exercise built into their home learning routines

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

- Parents will be expected to help their child engage with the teachers in school via microsoft Teams and the class email. This may take the form of uploading photos of pictures or commenting on how the child engaged in each day's learning.
- Teachers will use this to monitor engagement and progress on a daily basis. Where staff have concerns regarding home learning they will communicate with parents via email or telephone.

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:

- Teachers will wherever possible, reply and respond to individual pupil's engagement via email or the website.
- Teachers will follow up assignments and activities with children via the live sessions
- Parents will be asked to comment on how their child responds to the work set for them and the amount of support that was needed to complete activities..

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:

Remote learning will wherever possible remain open ended, allowing individual children to engage at their own level

- For key subject areas such as phonics and maths remote learning will be presented in differentiated groups. Parents will be informed which group their child is working with.
- Children with particular needs may have their activities adapted slightly by the teacher and parents will be notified by email where this is the case.

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?

Teachers will engage with any children/parents working at home every day either via email or live teams session to ensure they are accessing learning and to provide support and engagement with the rest of the class

- A basic overview of the learning taking place in class will be posted each week on the class webpage for parents to see.
- Direct links to relevant recorded lessons will be posted for phonics and maths each day to ensure children do not fall behind their peers.
- A link for online reading texts will be available for parents to access
- A selection of general activities for parents to dip into will be posted. These will not necessarily reflect the learning in class but will ensure the practise of key skills and concepts.
- Parents will be encouraged to use a range of suitable webpages, familiar to the children, to further develop existing skills and knowledge