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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 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 document.

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 learning.

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

In the first day or two, teachers will share the learning for the day, including any videos or slides that are being used for the input via Edmodo. However, we will not have our Teams sessions up and running immediately. There will not be any pre-recorded videos from staff either. Wherever possible, a mark scheme will also be provided to support with learning.

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. This will include English and maths each day, as well as the foundation subjects
- The introductory resources will be the same as the ones that the teacher is using in school. Because we understand that everyone's circumstances are different, and that your child may not always be able to attend the Teams sessions, these resources are accessible via the folders on the class pages
- If your child is unable to join the live Phonics sessions, links to videos teaching the same sound will be shared as an alternative
- There will be additional resources to support mindfulness, mental health and well-being for pupils both in-school and at home

- The Friday Teams sessions will have a PSHE/well-being focus to reflect the sessions in school
- Children are encouraged to share and celebrate learning via Edmodo.

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: -

Year R and Key Stage 1	<p>There is an expectation that the resources shared, the live teaching and the independent work will reflect the length of the school day, with an absolute minimum of 3 hours' worth being provided daily.</p> <p>Time will be built in for the younger pupils in Year R to be able to participate in Discovery Time as this is a core part of their learning. Teachers will share ideas for this, but your child will lead the direction that the activities take.</p> <p>Additional and optional activities will be included in the form of pre-recorded videos that can be accessed via the folders on Edmodo, and links to interesting or useful resources for well-being that will be shared via the website and our newsletter.</p>
Key Stage 2	<p>There is an expectation that the resources shared, the live teaching and the independent work will reflect the length of the school day, with an absolute minimum of 4 hours' worth being provided daily.</p> <p>Additional and optional activities will be included in the form of pre-recorded videos that can be accessed via the folders on Edmodo, and links to interesting or useful resources for well-being that will be shared via the website and our newsletter.</p>

Accessing remote education

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

Year R pupils can access work via the Edmodo learning platform. Live sessions are provided using Teams. Completed work can be shared via Edmodo or Tapestry and will be included in your child's learning journey.

Years 1 – 6 pupils can access work via the Edmodo learning platform. Live sessions are provided using Teams. Completed work can be shared via Edmodo.

If my child does not have digital or online access t 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: -

- Information about how to access laptops provided by the government scheme will be shared with parents when we send out information about the closure. There are very clear criteria about being able to borrow a laptop. All enquiries should be made via the office email address (office@mcps.school) or by phone (01634 388943). There is a small number of laptops available and the criteria will be used to prioritise the allocation of these to families.
- For those families who are eligible, access to 4G routers can be provided. Information will be sent out to parents with the notification of closure. This is actioned via the Trust and a link will be included in the letter, along with details about eligibility criteria.
- Families who are struggling with access to remote learning can request hard copies of the work by contacting the office via email (office@mcps.school or by phone 01634 388943), or by messaging the teacher on the class Edmodo page. We have also built up a bank of reading books that can be borrowed. Please contact the office or your child's class teacher via Edmodo.
- Work can be submitted a number of ways; it can be brought to the office at a pre-arranged time on a weekly basis; photos, scans or copies of work can be submitted either via Edmodo or emailed to the school office. Please remember that we are interested in celebrating both academic and non-academic achievements with the children, so do let us know when they have learned a new skill, eg learning to ride a bike, baking a cake, or perfecting a karate move.

How will my child be taught remotely?

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

- Live teaching
- Recorded teaching (eg Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (eg workbooks, worksheets)
- Reading books pupils have at home

- The Oxford Owl e-library (<https://www.oxfordowl.co.uk>) and other online free access to good quality books
- KS2 – internet research activities linked to the topic that we are teaching, eg finding out facts about what it was like to be a child in Victorian times, where the information will be used as part of another activity, eg writing a diary entry.

Engagement and feedback

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

- **Expectations for pupils' engagement with remote education**

Our expectation is that pupils who are learning from home should access the remote learning every day.

Children should tackle work to the best of their ability.

Older children should message their class teacher if they need help with something.

Work from the morning sessions should be uploaded by lunchtime. Work from the afternoon sessions should be uploaded by 4.00 pm. Work uploaded after this time may not be marked until the following day.

There is a Code of Conduct for pupils accessing Teams sessions, and we expect all pupils to abide by that. This Code of Conduct has been shared with all parents and is also on the class Edmodo pages.

- **Expectation of parental support, for example, setting routines to support your child's education**

Whilst we know that children learn best if there is a clear structure and routine to their day, we also know that circumstances for each family are different, and that your routines will vary. We do, however, recommend that you develop a timetable for learning with your child and follow it as much as possible.

We expect parents to ensure that their child is complying with our Code of Conduct.

We expect parents to work with us to ensure that your child does the best that they can.

Parents of younger children should contact their child's class teacher if they are struggling with an aspect of their learning.

Parents should contact school immediately if they are struggling and need help with home learning, well-being or mental health.

Parents should contact the class teacher if they and/or their child are unwell so we are aware that they will not be accessing learning. They should let us know as soon as they are well enough to start learning again.

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

- If there is a lack of engagement during live sessions, parents will be contacted during that day to notify them of concerns and remind them of expectations.
- If the quality of work being submitted is of a poorer standard than we would expect from a child, the teacher will contact the parent within 24 hours of receiving the work, discussing the issue, offering support, and reminding the parent of expectations.
- If there is a lack of engagement with Edmodo or the live sessions (ie no work being shared, no attendance at the sessions), teachers will attempt to contact parents via Edmodo, phone calls and emails. These attempts and any responses will be recorded on CPOMs. Support will be provided wherever possible to promote engagement.
- If no contact is made within a week, this will be flagged up to the DSL and a member of the SLT as a possible safeguarding concern. The pastoral team and SLT will try to contact the family again by phone, email, messaging and letter, or carrying out a doorstep visit. If this is not successful, it will be discussed as a safeguarding concern. School safeguarding procedures will be followed from this point, and could include a consultation with Children's Services if this indicated.

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: -

- During live sessions, teachers will give immediate feedback and support
- Mark schemes will be shared wherever possible
- Teachers will provide examples to support learning where it is clear from work submitted that a child has not understood a concept
- Teachers or LSAs may call to give your child some 1:1 support

- Feedback appropriate to the task will be provided on work submitted. This may be a simple comment, or a more detailed response.

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: -

- Differentiated work will be provided
- Smaller group sessions may be provided via Teams
- 1:1 support via a call may be provided
- Following a discussion with the parents, a school place may be offered under the vulnerable criteria if that is the best option for the pupil
- For younger pupils, the length and structure of sessions is adjusted to reflect the structure in school
- Visual examples and models will be shared
- Bags of equipment to support with learning can be provided. Please speak to your child's class teacher
- Examples of activities linked to any interventions such as Speech Therapy or Sensory Circuits will be shared with parents.

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 children are self-isolating at home, but the bulk of their peers are in school, we will immediately contact the family to identify and agree the best form of learning

support for them. This could include (but is not limited to) sharing the videos and slides for lessons, sharing worksheets, providing ideas for activities. Work can be submitted via email, and the teacher will maintain regular contact with the family.