



Muskham Primary School

**Remote Education Provision
Jan 2021**

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 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?

When a whole bubble has to self-isolate, Teachers will provide one open-ended task to complete on the first day of closure through TEAMS. This will be in addition to the expectation that children will read for 10 minutes in Key Stage 1, and at least 20 minutes in Key Stage 2. Families can also access further learning through the Home Learning Platform which can be found on the school's website.

During the evening of Day 1, the full learning package for Day 2 will be uploaded to TEAMS. This will enable parents to familiarise themselves with the following day's 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?

At Muskham Primary, we 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, especially when specific equipment and resources are required. For example, a science topic such as 'Electricity,' which requires specific and specialised equipment, may be swapped for a topic such as 'Classification' which is more conducive to learning remotely. We will use our professional judgement when making these decisions, and any parts of the curriculum which is adapted or re-arranged will be accommodated in the work that the children undertake on their return to school.

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:

Foundation	2 hours a day
Key Stage 1 (Years 1 & 2)	3 hours per day
Key Stage 2 (Years 3, 4, 5 & 6)	4 hours a day

Accessing remote education

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

All of our children have been provided with a school Office 365 account. They (or their parents/carers), will use this to access TEAMS; this is where they will find all their remote learning.

The remote learning will include teaching videos. Sometimes, families may find these difficult to access due to the type of device they have. To mitigate this potential problem, each day's teaching videos can be found on the school's website in 'Class Pages'.

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:

- Lend tablets or laptops to pupils without devices or those that have limited access to devices. If parents or carers require a device they should contact: office@muskham.notts.sch.uk. Families will be expected to sign a lending agreement.
- Provide a mobile broadband SIM card which provides 90 days of data. Parents should contact: office@muskham.notts.sch.uk to request a SIM card.
- Apply for additional data or dongles from the DfE on behalf of families who need an internet connection. Parents should contact: office@muskham.notts.sch.uk to apply for these.
- In the case of a transition period, from the beginning of self-isolation/partial closure to full access to the internet, work will be provided in paper form. The work can be collected from the school.
- At the beginning of a period of self-isolation, parents and carers will always be reminded to contact the school if they need help accessing the remote learning. We would urge all of our parents and carers to do this as we aim to ensure that children can always access their learning.

How will my child be taught remotely?

- Work will be set daily. (The only exception to this is if the class teacher falls ill. In this case, a week of pre-planned learning may be sent to parents via TEAMS)
- An English lesson, Maths lesson and one other lesson will be set as a minimum. (Foundation children will also receive a daily Phonics session).
- Recorded teaching (eg video/audio recordings devised by the class teacher, as well as commercially produced teaching), will form part of the daily lessons.
- The teacher may include commercially produced websites supporting the teaching of specific subjects or areas, including video clips or sequences
- The children will be invited to a TEAMS meeting once a week for a 'class assembly'. This will also be used to monitor learning and for safeguarding purposes.
- Although families may choose to, there will be no expectation for families to print anything that is uploaded to TEAMS.
- Exercise books and handwriting paper will be made available for collection on a daily basis (Stored in the Reception area)
- To aid daily reading, families can swap reading books and library books on a weekly basis.(Stored in the Reception area) All books are quarantined before being made available to families.
- The daily learning will include times away from an electronic device to ensure that screen time is kept to an appropriate length of time.
- In the case of a partial closure, where only vulnerable children and the children of key workers can attend school, these children will undertake the same learning as their peers who are working at home.

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?

We understand the pressures families face during lockdown situations; however, there is an expectation that each child will engage daily with their home learning. The required minimum is the completion of the Maths and English task, and a period of reading.

We ask that children provide their teacher with at least one English or Maths piece of work on a daily basis, preferably by 5 pm. This can take many forms: an inserted slide in the daily ppt, a photograph, video or email.

The amount of parental support each child will need will be dependent on their age and ability. Parents are not expected to 'teach' their child/ren but support them by providing a suitable learning environment, time and resources to access their learning.

Depending on the age of the child, support may include:

- Setting a good routine for your child
- Providing and setting up a quiet space for learning
- Accessing and logging on to online learning
- Supporting your child to read and understand what they need to do.
- Checking learning has been completed and submitted.
- Helping to find simple resources – you will not be expected to buy any resources but we may suggest using resources commonly found at home to support learning. eg. Lego, clothes pegs, coins, pasta etc.
- Liaising with school staff, and seeking support when needed via email or phone

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

- Teachers will monitor the work returned to school daily. If a child does not submit any work for two consecutive days, the class teacher will contact the family to check that everything is as it should be, and that everyone in the family is well. They will also discuss whether any help is required to support the family. Because of this, please inform your child's class teacher in the case of illness, so that we are not disturbing you at a difficult time.
- If the family are contacted more than once, this will be reported to the Senior Leadership Team who will then monitor the situation.
- If the child's engagement with remote learning becomes a concern, the school will develop a support package, working collaboratively with the family.

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 (TTRockstars) are also valid and effective methods amongst many others.

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

- Children will receive daily feedback via TEAMS.
- Where appropriate, children will receive feedback in terms of 'what is good about a piece of work' and 'an improvement point'
- Appropriate, encouraging phrases and emojis may also be used.

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:

- The SENDCo will work with teachers and parents/carers to identify and develop the most effective provision for children with significant special educational needs.
- If a child has an EHCP, they will be invited to work in school following a robust risk assessment. (This is in the event of a partial school closure)
- All work sent remotely will be differentiated, catering for children's specific educational needs. In some cases, a child may have significant SEN and remote learning would not be appropriate. In this case, a 'box/ file' of practical/hands- on activities will be provided as appropriate.

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 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?

A child will receive their remote learning on the evening of day 1 in preparation for day 2. The learning will echo the learning of their peers that day. The learning will contain at least one Maths lesson, one English lesson and 'one other' lesson from the curriculum. The tasks will be adapted as much as possible so that they can be completed at home without specialised resources. The Maths and English lesson will have a teaching PowerPoint but will not contain any recorded lessons or videos.