



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.

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?

In the first day or two of being sent home, your child can begin to access the school website (and Google Classroom if they are in Key Stage 2) and in particular the Remote Learning Section and their individual class pages. Work will already be saved here for children to access.

Packs will then be sent out with further information, passwords for online sites and some relevant work books for children to access further work.

Parents should inform the school if their child does not have a suitable device to access the online work set by the teachers on the school website and school will work with the family to ensure they can get online and access what is set.

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?

All children in Years 1-6 will be invited to a 'Google Meet' each morning for a face to face meeting with their class. In this meeting it will give children a chance to learn the expectations of the day, resolve any issues from the previous days learning and generally catch up with their class teach and friends.

Work will be set weekly on our Remote Learning Weekly plan, with links to videos, tutorials and worksheets. Work may also be set from the variety of workbooks each child will receive upon closure. To access the plan there is a remote learning section on the school website www.monksdownprimary.co.uk with tabs to each class and their individual Remote Learning Plan.

Each year group has a specific e-mail address and any work that is completed can be sent to this address for teachers to mark and respond with relevant advice. Classes in KS2 also have access to Google Classroom and children can view and submit work here if they would – passwords will all be included in children’s individual packs for Google Classroom and all other online learning sites the school have access to (Reading Plus, TTRockstars, Lexia, Nessy etc.)

Nursery and Reception will be using Tapestry for children to access remote learning. Most parents have already signed up to this app if you haven’t please get in touch so that we can ensure information is sent home for you to create an account.

To access learning you will receive a notification when a new memo has been added for your child. To gain access to this, log onto Tapestry through your browser menu, click on menu (right top corner) and scroll down until you find memos, then click on the word memo and here you will find activities for your child to complete. This could be videos, stories or activities. To send work or photographs back to your child’s class teachers you can send a memo back through tapestry using the send button (though this will be available for other parents to see) or you can screen shot what you want to send and send it to the teachers remote learning email addresses

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:

Primary school-aged pupils	It is advised that your child completes a minimum of 3 hours of learning each day (this may be less if your child is in Early Years or Key Stage 1 as they should do as much of what they are capable of, working in short bursts). There is a recommended timetable on every class page in the Remote Learning Section on the School website. It is suggested that children work through this time table, where possible working from their Remote Learning Plan.
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Accessing remote education

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

- EYFS – Tapestry – Usernames and Passwords already in use.
- KS1 – Work accessed through www.monksdownprimary.co.uk
- KS2 – Work accessed through www.monksdownprimary.co.uk and through Google Classroom (User names and passwords already in use and sent out again in learning packs.
- Years 1-6 – Google Meet – Logon information and usernames and passwords sent out with Learning Packs.
- All other school based learning sites (Lexia, Nessy, Reading Plus, TTRockstars_ Usernames and Passwords sent with Learning Packs.

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:

- Parents should inform the school as soon as possible if they do not have a suitable device.
- Teachers may also ask parents of children not accessing the work if a suitable device is the issue.
- Names will then be passed to Leadership Team who will investigate need and a device (tablet or Laptop) will be issued to be picked up from the school office, or in cases where this is not possible a device can be dropped off.
- A list of issued devices will be kept, and online access will be monitored and reviewed for these children.

How will my child be taught remotely?

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

- Daily Meetings – All Years 1 to 6 will meet for a live Google Meet each morning.
- Our weekly Remote Learning Plan, available on the school website, has links to recorded teaching from a variety of sites including White Rose and Oak Academy.
- Editable work sheets will be available on our weekly Remote Learning Plan, these sheets can also be complete in exercise books provided, this work can then be pictured and emailed to class teachers, or uploaded to the Google Classroom in Key Stage 2.
- CGP work books have also been provided for children who, on a set day, is struggling to access online learning.
- Usernames and Passwords have been sent home for multiple learning platforms used within school e.g. Lexia, Nessy, TTRockstars, Reading Plus)

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?

Children should, as much as possible, work independently (the older the child, the more independent they should be) but support should be given when they are struggling. Refrain from giving answers, but question as to their knowledge and how they may find the answer. If they are still unable to understand a concept, they should let their teacher know either via email or on the Daily Google Meet. Parents should also aid with learning of spellings by testing children, and with reading by listening to them read.

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

- Class teachers will keep a daily register of children they have seen on the Daily Google Meet and of those who are submitting work either on Google Classroom, Tapestry or via Email.
- Any child engaging with work set, but who is not present at a Google Meet, will receive a welfare check phone call fortnightly.
- The parent / carer of any child who has not been on Google Meet, or has not submitted work will, after 3 days receive a phone call from the class teacher.
- If the teacher is unable to contact a parent the information will be recorded and passed to school leaders. This will then be followed up with further phone calls and home visits.
- If a child is persistently not engaging, then information will then be passed to the school Educational Welfare Officer.

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:

- Any work submitted will receive feedback.
- The reply may be a short comment, a suggestion for improvement or further information to broaden knowledge and understanding.
- Work set each week will be tailored towards moving on children's learning based on the feedback given.

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:

- Work will be provided at an appropriate level, with clear instructions and, where necessary, relevant resources.
- Online SEND programs are available, and relevant usernames and passwords will be provided to the children who can access them.
- Welfare checks will take place to ensure all children are managing to access the work, if a child is struggling, the parent / carer should inform school who will work with them to ensure a smooth and beneficial spell of remote learning.

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?

If a child is isolating, the daily Google Meet will not be available. However, work will be set as stated above, and children will be able to access all the same information, and submit work in the same way. Feedback may not be as regular due to teachers being in class but any work submitted will still be given feedback.