

# St Ives Infant & Nursery School



Remote Education Provision

FAQ 2021

## **Remote education provision: information for parents/ carers**

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.

Please also read our full policy for further detail.

### **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?**

Children will be provided with paper copies of work that they can work on independently while the full online learning provision is being prepared.

#### **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 endeavor to teach the same curriculum remotely as we do in school, wherever it is possible and appropriate. This cannot always be achieved due to access to devices or wider physical resources. We acknowledge this and provide alternative suggestions to ensure key learning objectives are covered.

## **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:

EYFS Reception	Minimum of 2 hours per day for parents and children to access when appropriate and convenient to their remote learning circumstances  Each day there will be:
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	<p>A Phonics video with associated work</p> <p>A Maths video with associated work</p> <p>A literacy video with associated work</p> <p>A daily overview</p> <p>Online reading books set and 'changed' regularly</p> <p>Suggested activities for the wider curriculum including current topic</p> <p>Physical challenge</p>
KS1	<p>Minimum of 3 hours per day for parents and children to access when appropriate and convenient to their remote learning circumstances</p> <p>Daily:</p> <p>A Phonics video with associated work</p> <p>A Maths video with associated work</p> <p>A literacy video with associated work</p> <p>Online reading books set and 'changed' regularly</p> <p>A daily/weekly overview</p> <p>Wider curriculum guidance (video, PowerPoint etc.) with associated work</p> <p>Physical challenge</p>

### Accessing remote education

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

To access our online learning provision fully, your child will need to access:

Google Classroom

Some subjects may suggest using the internet for research

**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:

- If you need weekly paper packs of work please let your child's class teacher or the school office know – you can collect these every Monday.
- Paper packs can be returned to teachers for feedback when you collect your next pack.

**How will my child be taught remotely?**

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

Each week your child will have access to:

- Teacher input videos (recorded teaching)
- Recorded assemblies
- Weekly live 'playground chat' sessions with a teacher and their peers
- Reading books accessed online
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (National Oak Academy)
- Access to software and programs we use in school, such as Phonics Play, Big CAT ebooks etc

If you are experiencing problems with accessing the online learning and you have tried our suggested solutions, your child can access:

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

These need to be collected and returned on a weekly basis.

## 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 ask that you ensure your child has a sensible place to work from – sitting at a table is advisable.
- We have made suggested timetables to help you structure your child's learning effectively.
- We understand that for many families, constant support is not possible. Due to the age of our children most of their remote learning will need supervision to meet the expected outcome. However, we recognise this is difficult due to other commitments, so we offer flexibility through our provided content so that it can be delivered to suit differing circumstances.
- Ideally, we would see a piece of work – physical, document or picture every day. We understand that some days are trickier than others – we expect to see at least one piece of work sent it on these days.
- If you are sending a photo of your child's work online, please ensure it is of good quality so the teacher can respond accordingly.
- Please remember, we are here to support you and your child through this – do get in touch if you need our help.

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

- We will check daily for work/ engagement. Staff will track this.
- You will be contacted by email and phone initially, if there is a lack of engagement. Initially, this contact will come from your child's class teacher or Miss Lewis.
- If non-engagement persists you will be contacted by Mrs Farrar.
- In very extreme cases our Educational Welfare Officer will become involved.

**How will you assess my child's work and progress?**

Feedback can take many forms and for us in school, that is primarily about verbal feedback to impact on the children at the time they are working.

- Teachers will regularly acknowledge work or photographs sent in
- Once a week you can expect more detailed feedback celebrating the work and offering suggestions for next steps.

### **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:

- Paper packs, personalised learning packs and appropriate resources can be arranged for individual pupils.
- Regular contact with our SENDCo, Mrs Pulley.

### **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?**

Paper packs will be provided so the child can continue to access the work that their peers are doing in school, as long as this is accessible from home.