

## **Alverton Primary School: 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.

Each phase has written a letter to the parents of the children in their classes explaining their arrangements and the provision for their children which will be sent home where necessary. We have also written Parent Guides for Remote Learning and for Supporting Children who are Self-Isolating which are available to download from the website.

### **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?**

The school is ready to switch immediately to their remote learning provision.

### **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 will teach broadly the same curriculum remotely as we do in school wherever possible and appropriate.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

We would expect children to be engaged in remote education for at least three hours each day as advised by the DfE.

### **Accessing Remote Education**

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

Upper Key Stage 2 are using the Showbie programme.

Lower Key Stage 2 are using the Showbie programme and the school website.

Key Stage 1 are setting work through the school's website.

EYFS are using Tapestry.

Children and / or parents will already be familiar with these.

### **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:

All Key Stage 2 children will be provided with an iPad to assist with their work at home and Device Loan Agreements have already been completed. Sole access to an iPad is essential, as we will be managing their learning through the Showbie app on the iPads. Showbie is a learning platform which enables teachers to set work, record videos, host lessons, collect completed work and give written or verbal feedback to children.

In Key Stage 1, arrangements are in place to lend children an iPad where they do not have access to a suitable device at home. In Reception, the Tapestry programme is already accessed by all parents.

We have asked parents to let us know if their children will not have access to the internet or if there are any problems with this that we may be able to help with. Where necessary, we will provide printed materials.

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

We use a combination of the following approaches to teach pupils remotely and a typical day would consist of the following:

#### **Upper Key Stage 2**

1. An English lesson with a prompt provided either on a sheet or through a video which will require some writing. Alternatively, the lesson could be some grammar exercises which will be provided on sheets on Showbie. There might also be a reading task.
2. A Maths lesson which will start with a "Do it now" which is a list of problems on topics which have already been covered. The new learning will be introduced with a short video and a task provided on Showbie which can be completed within the Showbie app or on paper and then uploaded.
3. A lesson from one of the foundation subjects (eg History, RE, French) which will be a stand-alone task which will be following on from the topic we have been studying in school.

#### **Lower Key Stage 2**

1. A maths lesson provided together with an arithmetic task, a times tables activity, and a worksheet which links to the White Rose teaching scheme.
2. An English lesson based upon our current topic with a SPAG warm up activity.
3. A reading lesson and activity which are all based on songs available on YouTube.
4. A foundation subject lesson based upon our topic
5. Daily practise of key skills in phonics, reading, maths, spelling and handwriting.

#### **Key Stage 1**

1. A maths video lesson provided by 'White Rose' maths together with a worksheet downloadable from the school website.
2. An English lesson based upon a short 'Literacy Shed' film.

3. A foundation subject lesson linked by a common theme or topic running throughout the week.
4. Daily practise of key skills in phonics, reading, maths and spelling and handwriting.

### **Reception**

1. A maths activity following on from a Number blocks episode.
2. A phonics activity
3. Daily reading
4. Options to choose from a topic related grid.

## **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?**

Teaching staff will be available for up to 4 hours between 9.00 – 1.00 each week day. Teachers may also respond to work at other times. This is communicated to parents and pupils.

We expect pupils to:

- Be contactable during the normal hours of the school day.
- Engage with work set by teachers completing tasks to the best of their ability.
- Upload records of their work through the designated channels.
- Seek help, if they need it, from teachers.
- Alert teachers if they are not able to complete work.

We expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – for example with using the platforms effectively or hardware issues preventing home learning.
- Adhere to Remote Learning protocols e.g. loan agreement for school IT equipment.

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

There will be daily communication with children or parents (Upper Key Stage 2 / Showbie; Lower Key Stage 2 / Showbie and email with parents; Key Stage 1 / email with parents; Reception / Tapestry). This will enable teachers to monitor pupils' engagement with remote education. We will phone parents where pupil engagement is a concern.

### **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 set work and support children daily.

Children in Key Stage 2 will receive feedback through the Showbie app. Once they have uploaded their work, the teacher will look through it and feed back to the child via the app. If the child encounters any problems, all they have to do is message the teacher on Showbie and wait for a response. The teacher will be available to do this between 9am and 1pm each day.

Parents of children in Key Stage 1 will email completed work (and any queries) to their child's teacher's designated email address. They will be available to respond to queries, receive work and celebrate successes between 9am and 1pm.

Reception teachers and parents will communicate through Tapestry about children's work and progress.

### **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:

If your child has special educational needs, then we will do our best to ensure that your child can access the work and has the support they need whilst they are self-isolating. Parents with questions can contact their child's class teacher or Mrs Hughes, our SENDCo.

The Tapestry programme, with which all parents are already familiar, is used to set work for children in Reception and to enable staff and parents to communicate with each other.

### **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?**

- On the first day of self-isolation, your child will be given a pack of work to cover their ten-day isolation period. This pack contains work for English and Maths which supports and reinforces key skills linked to your child's curriculum. In addition, there will be work set in a number of different subjects.
- Your child's teacher will contact you should other work be available online. This work would be set using Showbie, the school's website or Tapestry, depending on your child's age.
- During the self-isolation period, you can contact your child's class teachers by the email address previously advised (ie [classname@alverton.cornwall.sch.uk](mailto:classname@alverton.cornwall.sch.uk)).

- The pack needs to be returned to school when your child returns, including any tasks that have not yet been completed and any work your child has done.

If you have concerns about your child's welfare or wellbeing whilst they are self-isolating, parents should contact either their class teacher for advice or our Headteacher who is also our Designated Safeguarding Lead.