

Ingleby Mill Primary School



Remote Learning Offer:

Information for Parents

(To be read alongside the school's remote learning policy)

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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 teaching.

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

We have remote learning platforms in place to provide remote education immediately via **Busy Things** for reception and nursery, via **SeeSaw** for years 1-5 and **Microsoft Teams** for year 6 when a bubble in school is required to isolate as a result of close contact with a positive case in school.

For a national lockdown, depending on the amount of notice we are given, there may be a short delay to starting this provision as we make staffing arrangements and as we address any remote access barriers for individual pupils.

Where there is a short delay, children will be directed to our regular, high-quality online programmes so they can access learning immediately from home as follows:

Nursery & Reception: Busy Things
Years 1-6: ActiveLearn – Abacus Maths
Years 1-6: ActiveLearn – Abacus Bug Club
Years 5 & 6: ActiveLearn – Grammar & Spelling
Years 2 & 3: Spelling Shed
Year 4: Times Tables Rockstars
Years 4-6: Reading Plus

Whilst we are sorting out individual remote access issues (ie through loan of school devices) we can provide age-appropriate paper workbooks.

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 wherever possible and appropriate.

During a national lockdown, teachers may decide to adjust the order of the curriculum to cover the areas most suited to home learning, leaving other areas for the return to school.

For all remote learning, teachers may need to make adaptations in some subjects. For example, planning for PE will focus mainly on keeping fit and active as we have to understand the limitations and health & safety implications of carrying out activities at home. In other subjects such as art and music, tasks may be more open than if they were delivered in school, taking into account children's access to resources at home.

Remote teaching and study time each day

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

Key Stage 1	3 hours daily to include: 3 scheduled lessons at 9.00am, 11.00am and 1.00pm where work is set for the children with the class teacher available remotely for questions and support Plus regular reading and spelling practice
Key Stage 2	4 hours daily to include: 3 scheduled lessons at 9.00am, 11.00am and 1.00pm where work is set for the children with the class teacher available remotely for questions and support Plus regular reading, and spelling practice

Accessing remote education

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

Early Years: Parents will be emailed a weekly timetable to give them an overview of the week's activities. Parents can follow our suggested timetable or organise their week differently to suit their working patterns and availability.

Children have individual logins to **Busy Things** where they will have daily tasks allocated. Other activity ideas will be sent to parents via **Marvellous Me** messages.

Years 1-5: Children have individual logins to **SeeSaw** where they will be able to access 3 scheduled lessons per day at 9.00am, 11.00am and 1.00pm.

Year 6: Children have individual logins to **Microsoft Teams** where they will be able to access 3 scheduled lessons per day at 9.00am, 11.00am and 1.00pm.

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:

- Where children do not have access to suitable devices at home we can supply, on loan, a laptop or IPAD from school. Parents/Carers sign an acceptable use/loan agreement before a device is issued.
- Where internet connection at home is an issue, we can apply on behalf of parents/carers for extra data from the mobile network provider and/or apply to the DfE for wireless routers.
- Teachers will always try to limit the need to print materials out. Activities allocated on Busy Things are completed entirely online. Both SeeSaw and Microsoft Teams allow for children to complete and return most tasks directly via the learning platform. Where families experience difficulties, work can be photographed and emailed directly to the teacher.
- Where families require it, they can collect (or have delivered to the doorstep) an exercise book for extended writing work and/or maths working out and a pack of pens, pencils etc.
- Families without access to a printer who request it, can collect (or have delivered to the doorstep) any printed materials from school

How will my child be taught remotely?

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

Early Years: Parents will be sent via Marvellous Me, a weekly timetable to give them an overview of the week's activities. Parents can follow our suggested timetable or organise their week differently to suit their working patterns and availability. Children have individual logins to Busy Things where they will have daily tasks allocated. These mainly cover the phonics and number requirements of the curriculum. Other activity ideas will include a range of play-based tasks across the early years areas of learning. A range is offered, to take into account the differing home and support situations of our families. Families will also be offered a range of workbooks for paper-based tasks such as handwriting, drawing and colouring.

Years 1-5: Children have individual logins to SeeSaw where they will be able to access 3 scheduled lessons per day at 9.00am, 11.00am and 1.00pm. At these times the class teacher will be available in real time to respond to any questions or requests for support.

Year 6: Children have individual logins to Microsoft Teams where they will be able to access 3 scheduled assignments per day at 9.00am, 11.00am and 1.00pm. At these times the class teacher will be available in real time to respond to any questions or requests for support.

Lessons in KS1 and 2 will use a variety of media and resources aimed at best delivering the curriculum content as well as maintaining engagement and motivation. This could include any/all of the following:

- clear written and/or audio and/or video instructions and teaching for each task
- resource materials attached for children to read/view to support and extend their learning in the curriculum area (eg powerpoint, video clip, reading materials)
- clear expectations of what and how to return completed work
- pre-recorded stories and/or lessons or parts of lessons – this could be by one of the teachers in the year group or a link to one of the government recommended pre-recorded lessons eg by The Oak Academy or BBC Bitesize
- signposting to work allocated to pupils on one of the high-quality, online programmes subscribed to by Ingleby Mill Primary School (outlined on page 2)

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?

Best practice **early years** education includes some direct teaching alongside opportunities to learn through a range of independent activities including play, exploration, construction, creativity etc. We ask parents to support their child to complete the daily tasks allocated on Busy Things and then timetable their week to include a good selection for your child of the learning opportunities provided each week by the teacher. We will also provide a pack of workbooks to give children the opportunity for quieter, independent learning times.

In years 1-6 we ask that parents:

- provide a quiet, supervised space for their child to access their remote learning
- ensure that their child logs into lessons at 9.00am, 11.00am and 1.00pm. The tasks are set so that children can access them independently for the most part with access to support from their teacher through the comment/reply button (this can be written or audio).
- ensure their child submits whatever they have done by the end of the lesson.
- ensure their child has a break in between sessions away from the screen
- email the teacher directly if their child is unable to attend lessons that day and the reason why (eg. illness)
- email the teacher or telephone school to discuss any difficulties accessing learning eg. technical issues, work shift patterns etc so we can find a way to solve any problems/issues as soon as possible.

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 check engagement in learning on a lesson by lesson basis from year 1 upwards (taking into account where individual arrangements have been made for late submissions eg related to parent work shift patterns)
- In the first instance teachers will email parents directly if they have concerns about engagement with learning – this will usually be sufficient to discover the reason for not attending lessons that day or to iron out any issues.
- Where concerns remain and we do not have a reason for non-attendance or non-engagement, teachers will inform the Head Teacher and/or Deputy Head Teacher so that a phone call home can be made to discuss expectations and try to support any issues with engagement ie by providing advice or technical support.
- Where issues continue or solutions cannot be found, and as a last resort only, then age-appropriate workbooks can be provided to supplement or replace online learning.
- The Head Teacher and Deputy Head Teacher can see remote learning provided and all work submitted on SeeSaw and Teams for all children in all classes. The Head Teacher will monitor on a weekly basis a cross-section of learning across school.

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:

- Both SeeSaw and Microsoft Teams allow teachers to mark and provide feedback on pupils work online either as a written and/or audio comment.
- For some pieces comments will simply acknowledge the work done, some marking will provide a comment and/or score with a requirement to 'fix', improve or extend any incorrect answers or written work straight away, and some comments will give feedback on how to improve work in the future.
- If appropriate, where a child completes the work set fairly quickly and to a high standard then the teacher will give extension questions or activities.
- All work submitted is stored in children's individual journals/folders on SeeSaw/Teams and will be used as evidence of progress towards meeting age-related objectives.

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:

- During a national lockdown situation, all children with an EHCP will be offered a place in school
- Teachers will provide differentiated work and/or differentiated teaching for children not able to access age-related tasks
- The Special Needs Co-ordinator (SENDCO), Mrs Kay Coverdale will continue to provide support and advice to teachers around meeting the needs of individual pupils
- The SENDCO, Mrs Kay Coverdale will maintain communication with parents/carers of children with special educational needs and will be available for advice and support.
- The SENDCO will periodically monitor the quality of remote learning for children with special educational needs.

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?

A first day of isolation email will be sent to parents immediately we are informed of a pupil isolating. This directs parents to the online programmes available (outlined on page 2) so that children can access learning immediately from home. From day 2 onwards, the class teacher will allocate remote learning, as far as is possible in line with the learning taking place in the classroom, via SeeSaw/Teams.