

REMOTE EDUCATION

This information is intended to provide clarity and transparency to pupils and parents or carers about what you can expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

The published government guidance on remote learning can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission.

Kingswear Primary has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

Detailed curriculum information related to Remote Education can be found under the Covid-19 tab of our website. <https://www.kingswearprimary.org.uk/covid>

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

At Kingswear our ultimate aim is to try and follow the intended curriculum whether pupils are in school, working from home, or a combination of the two. Our preference is to provide video lessons to follow the curriculum where possible. These may be live or pre-recorded; from the Oak National Academy; or White Rose Maths scheme which match our planned curriculum.

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

Our remote platform for communication is Microsoft Teams, this will be used for pastoral and teaching sessions. Pupils and parents/carers can access this using the dedicated app (available for all devices) or can sign in to www.office.com using their school email address (username@kingswearprimary.org.uk) and password.

The curriculum teaching resources will be loaded onto Class Dojo Y1-6 (Tapestry EYFS). Your child's class teacher will contact you to talk through the plans and help explain access where needed. All logins and passwords will be sent out by e-mail.

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 the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE lessons, pupils may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work.

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 approximately 5 hours per day. This is in line with the number of lessons they would normally have in school.

Your child's teacher will set up sessions to ensure at least 2 contacts a day through teams, this will usually take the form of a teaching /feedback session and a pastoral session, one in the morning and one in the afternoon. It is at these times that attendance will be recorded.

Below is a broad timetable of the typical day for remote learning but this will vary slightly according to year group:

09:00 -10:00	Morning registration / session input (MS Teams)
10:00 -10:45	Session 1
10:45 -11:00	Break
11:00 - 12:00	Session 2
12:00 - 13:00	Lunch
13:00 - 13:45	Session 3 – Afternoon registration/ Input pastoral session (MS Teams)
13:45 - 14:00	Break
14:00 - 15:00	Session 4
15:00-15:30	Assembly/SEMH session

Accessing remote education

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

All pupils will have their learning posted to their Dojo accounts in Years 1-6 and on Tapestry for EYFS, this will set out the learning for the week ahead with links to the relevant documents. There will be links to the mathematics website White Rose as well as relevant units on the Oak Academy website.

Live sessions will be accessed through Microsoft Teams; pupils and parents can access all Microsoft applications through www.office.com by logging in with your child's e-mail. You are also able to download all Microsoft applications to different devices for free. There is a video guide to the platform by clicking [here](#).

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 there is an issue with access to a device to complete remote education, please let us know immediately by emailing parent@kingswearprimary.org.uk
- We will do everything we can to support remote education and have a number of devices that we may be able to loan as well as helping to resolve any issues with connecting to the internet.
- We recognise that some pupils may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for pupils to complete any work set on paper instead of on a computer if needed.

- We understand that where you have children in more than one class and limited devices there may be the need to alternate between sessions and access. We will support you to find a solution with the class teachers and ensure everyone has the access they need.
- Should you require access to printed copies of lesson resources please let us know by emailing parent@kingswearprimary.org.uk and we will try to arrange this.
- If pupils are completing remote education on paper rather than computer they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.

How will my child be taught remotely?

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

When teaching pupils remotely, we are:

- providing frequent, clear video explanations of new content
- setting tasks which are meaningful and ambitious each day in a number of different subjects.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including twice daily contact with teachers.

We are considering these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid and will not set long-term projects or internet research activities.

Video lessons

From our experience, during the summer term lockdown, direct teaching is most effective when the input is of a pre-recorded nature which enables pupils to pause and rewind the content, a question and answer live session then enables direct support of misconceptions. As part of our curriculum offer at Kingswear we use or are aligned with White Rose Maths Scheme and Oak National Academy. These cover the entire national curriculum and are available to all schools for free. These have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the curriculum being taught in school.

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 expect all pupils to engage with remote education as soon as it is required. Each day of remote education begins with a registration session, as well as maintaining contact with the class teacher, this session will help set up the plan for the day and help to troubleshoot any issues. Non-attendance will trigger a call from our school administrator.

As parents/carers we need your support to ensure your child sticks to the routines of completing school work at the right times and is provided with a space they can work without distraction. Where this is not possible, please let us know and we will do what we can to help.

Pupils' conduct during live lessons

Pupils are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes, but is not limited to:

- Ensuring appropriate language is used in Teams comments or emails, and that any comment is on-topic and relevant to the task in hand.
- Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
- Ensuring that clothing is appropriate, following the same guidance as a normal "non-uniform" day in school.
- Pupils should choose an appropriate setting to take part in remote learning
- Pupils are encouraged to take part in the live sessions that are available if they are well enough to do so.
- Microphones should be muted in order to safeguard from any inappropriate noise.

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

Pupil engagement with remote learning is monitored daily on Dojo. A register is taken for the morning and afternoon sessions with class teachers. Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues.

Where pupils are attending remote education lessons but there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home.

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 pupils' work is as follows:

- Teachers may deliver a lesson through Microsoft Teams and set work to be completed through the remainder of the lesson. This work may be handed in electronically.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with pupils in the following lessons.
- We may use quizzes through online forms to assess pupil understanding. This provides instant feedback and scores are recorded so that teachers can address common mistakes in future lessons.

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. Pupils unable to engage in remote education effectively, such as due to a lack of devices or a space to study, might be considered vulnerable.

Vulnerable children and young people and the children of key workers would continue to attend on-site provision. For vulnerable children and young people, the school will prioritise and encourage their full-time attendance, working with relevant individuals and agencies. All instances of non-attendance from vulnerable children will be followed up by the school. We will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance, considering the child's circumstances and their best interests

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?

We provide a pack of work for all pupils on the Dojo platform and via e-mail that contains work and resources that all pupils can complete. This is emailed to parents as soon as we are notified. Many of the lessons direct pupils to video lessons provided by Oak National Academy, that match the curriculum we are teaching in school.

Where possible class teachers may also be able to add a pupil to the lesson through Microsoft Teams in school, although please understand that this will not always be possible or appropriate.