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 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 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?

For children in Early Years classes, learning activities will be set via Tapestry.

For children in years 1 to 6, in the event of class bubbles having to self-isolate, pupils are expected to attend online registration at 9am and 1pm each day. Initial tasks will be set within Microsoft Teams – Mathematics, English and Spelling , grammar learning.

Children should also make use of TTRockstars to practise their multiplication tables.

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?

It is important for children to continue to progress though the curriculum.

Children in Early Years (Nursery and Reception) will be taught broadly the same curriculum as they would be if they were in school. For example, phonics, maths and activities that will help to develop fine motor skills.

For children in years 1 to 6, we aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, PE, design and technology, music, art (where specific resources are required) it will not always be possible to access the curriculum in the same way as we would in school.

All children will be learning the same curriculum in school and remotely – e.g. fractions in maths, stone age in history.

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:

Early Years (Nursery & Reception)	Set activities on the child's on-line learning journal page, including: • 5 daily activities which include fine motor skills, maths and phonics skills development • Parents can record children's learning
Key Stage 1 (Years 1 & 2)	3 hours including: • Set lesson tasks • Phonics and Reading: 15mins • Multiplication Tables learning: 15minutes • Spelling/grammar learning

Key Stage 2 (Years 3, 4, 5 & 6)	4 hours, including: • Set lesson tasks • Independent Reading: 15mins • Multiplication Tables learning: 15minutes • Spelling/grammar learning

Accessing remote education

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

Early Years work will be set in the 'Documents' section of **Tapestry.** To access the 'Documents' section of Tapestry, parents will need to use a web browser such as 'safari' or 'Google chrome'. There is a guide on the school website to show how this can be accessed. Observations of activities can be submitted via the Tapestry app as normal, or via the web browser.

For children in years 1 to 6, work will be set on **Microsoft Teams.** Work can be accessed using tablets or computers. Work can be completed online or on paper (and a photo taken of the work and attached to the task.)

Use will also be made of TTRockstars.

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:

No tasks we set will require a printer at home.

If you do not have access to a laptop / tablet, please email the school at office365@commonswood.herts.sch.uk to discuss the availability of the use of a laptop. This will require having access to wifi within the house.

How will my child be taught remotely?

DFE guidance: *'Online video lessons do not need to be recorded by teaching staff at the school. Published lessons can be provided in lieu of school-led video content.'*

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

All children will receive meaningful and ambitious work a day to enable their progress through the curriculum.

Early Years

- Regular recordings of stories.

- Regular recorded phonics sessions (for Reception children).

- On-line links to resources such as Phonics Play.

- Daily tasks will be set and feedback will be given to support and extend learners.

Key Stage 1 & 2

- Recorded teaching (e.g. Oak National Academy lessons, audio recordings made by teachers)

- Differentiated, sequenced work will be set by class teachers.

- Daily live chat channels for interactivity, including questioning, eliciting and reflective discussion. (Years 3 – 6)

- Weekly live chat to discuss a topical issue (Year 1 & 2).

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. BBC Bitesize.

- Short internet research activities to prepare or enhance subject knowledge.

- White Rose presentations and resources will be used to deliver Maths.

- On-line links to resources such as Phonics Play.

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 understand that remote learning is different and sometimes challenging experience for children and parents. Although we expect that all children will engage fully with their learning, we understand that, on occasion, family circumstances can mean that it is not always possible. If this is the case, please contact the school by emailing office365@commonswood.herts.sch.uk and we can discuss the presenting challenges.

For Early Years classes we would expect to see examples of the children completing the set activities on the child's on-line learning journal page. We would expect the child to take part in the 'daily activities' each day as well as one of the activities. This would mean parents should upload different activities from the home learning on Tapestry each week for us to provide feedback on. Parents can record an observation of the daily tasks if they wish, however it is not necessary to do this every day.

Guidance on supporting children has been emailed out to all parents.

Pupils are expected to attend morning and afternoon registration. They are expected to ask questions of the teacher throughout the day. Pupils are expected to join the daily online discussion as this helps children to follow the school routine and keeps pupils connected to each other and the school.

Children may need support accessing the tasks on the Microsoft Teams system however, it is the same system as we use for homework and some blended in-school lessons (before lockdown) to support children's skills in accessing online learning.

Parents should enable and monitor access to the relevant websites, set up daily routines / timetables / limits and time expectations. We expect the children to sign in each day by 9 O'clock to receive daily morning messages from their teacher. A visual timetable will be shared each morning to help children schedule their day.

Parents are asked to monitor children's engagement each day.

Teachers set tasks that children can complete independently. All tasks should be attempted to the best of a child's ability including their typical, in school presentation.

Children will be expected to complete the activities daily and return them on or before the due date.

It is vital that children read the feedback as this is an important part of the learning process. Children are expected to respond to their teacher's feedback and resubmit work as requested as they would in school.

Children in years 3 to 6 are expected to join the timetabled, live chat activities each day.

Children are asked to raise any questions through the channel in Microsoft Teams. This is monitored by class teachers.

Children are required to upload completed activities as soon as possible, in order to give teacher adequate time to review learning and provide feedback.

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

Parents will receive telephone calls if children do not register online twice a day. Through Microsoft Teams, teachers will check the returned work on a daily basis and give feedback. Teachers monitor the use of TT Rockstars.

Where engagement is a concern, we will inform parents by telephone.

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

DFE guidance: *'Transfer effective into remote learning what we already know about effective teaching for example, using assessment to ensure teaching is responsive and addresses critical gaps in pupils' knowledge.'*

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:

In Early Years, the teachers will comment on the activities that the children

have completed and will suggest an extension where appropriate.

All learning is monitored and teachers continue to assess children's learning in order to set subsequent learning. Acknowledgement is sent to pupils for all work completed. Where applicable and handed in on time, specific feedback will be given via Teams for the set task.

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?

DFE guidance: *'Teachers are best-placed to know how pupils' needs can be most effectively met to ensure they continue to make progress even if they are unable to attend school. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary so that pupils with SEND can successfully access remote education alongside their peers.'*

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:

All children with Special needs are invited to attend school.

Differentiated learning where applicable. Resources such as word mats, number squares and white boards and pens are available for use at home.

Carefully sequenced learning.

Clear learning intentions.

Supporting materials (where applicable)/models.

Parents of SEND children are invited to contact the school if they require further support.

office365@commonswood.herts.sch.uk

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?

All children from Y1 to Y6 are expected to register twice a day at 9am and 1pm. Learning tasks will be available to access on Tapestry (for children in Nursery and Reception) and Microsoft Teams (Y1 – 6) however, teachers will not be live online to respond throughout the day because of their teaching commitment. Feedback will be given after school hours.