

Remote Education Provision: key information for parents

Following a review of our Remote Education Provision, please find below updated key points from our policy:

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?

Tasks for English, Maths and one foundation subject will be available on your child's Google Classroom at 9am for the first day. For subsequent days, tasks will be available by 5pm for the following day's provision to give parents / carers the option to prepare as necessary. Tasks set will be age appropriate and in line with the curriculum expectations.

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. However, we have needed to make some adaptations in some subjects. For example, PE, Art and Music may need to be adapted as resources available at home will vary considerably.

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:

One hour a day for English (reading/phonics/writing) tasks

One hour a day for Maths tasks

One to two hours a day for the foundation task.

In addition, your child is expected to independently read or share a story and practise spellings.

We suggest that your child evaluates their Wellbeing at the end of each day by sharing how they have achieved their 'Five Ways' (being Active, Learning, Connecting, Noticing things and Giving).

We are mindful, however, that parents are in the best position to plan the approach to suit their child around the demands of their own schedule and their family unit as a whole.

Accessing remote education

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

Online provision is through Google Classroom.

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:

Teachers will regularly review children's access to Google Classroom. Any change in a child's ability to access remote learning will be addressed with individual families as appropriate.

School will provide a Remote Learning Wallet containing plain, lined and squared paper that can be used for completion of tasks that your child is unable to do online. Worksheets do not need to be printed. The work can be completed on the paper provided.

The wallet containing completed work should be brought into school when your child returns.

School will continue to provide printed sheets to pupils who do not have access to Google Classroom.

How will my child be taught remotely?

There is no legal requirement to provide live streamed lessons. We use a combination of the following approaches to teach pupils remotely:

As detailed in our Remote Learning Policy, teachers will provide a mixture of online and offline activities recognising that not all children will have access to online facilities at all times. Teachers at Maple will not be streaming lessons – in the case of pupil’s self-isolating – or conducting live lessons in the case of lockdown.

Activities include:

- high quality professional videos produced by Oak Academy, White Rose and others, accredited by the DfE and directly related to our curriculum
- short instructional videos made by teachers to support and enhance learning where appropriate
- online and physical reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- curriculum related worksheets (both commercial and self – designed)
- long-term project work and/or internet research activities (in line with curriculum content at the time)

To enable us to provide a wide variety of tasks and activities we will continue to upload in a variety of formats including Word, Google Docs and PDF. As detailed below, we do not expect all worksheets to be printed as this can be costly and inconvenient. If the format is such that it cannot be worked on online, then your child can complete the work on the paper provided by the 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?

As detailed in our Remote Education Policy, staff expect pupils learning remotely to:

- **Complete the work to the best of their ability** and ensure that it is handed in to the teacher via parents/carers. This could be either through Google Classroom or as a hard copy when the child returns to school.

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Support their child with their learning.
- Contact the office if there are difficulties with printing so that we can provide hard copies as appropriate.
- Send children's work to their child's class teacher as appropriate.
- Be contactable during the school day in case of emergencies.
- Respect that staff can only be contacted in an email via admin@maple.herts.sch.uk within working hours 08.00 to 18.00 Monday – Friday.

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

- Teachers will endeavour to answer questions / queries as soon as possible, but they may still have their full teaching commitment during school hours. Contact and response should only be made within working hours – staff will not be required to answer emails outside of working hours 08.00 to 18.00 Monday – Friday.
- Teachers will regularly check Google Classroom during school hours (as outlined above) to ensure that children are engaging with the work and that tasks are being completed. Please ensure that you press the ‘turned in’ option if your child has completed the work offline. This will ensure that the teachers know that work has been completed.
- Teachers will contact parents / carers (via email or telephone) if there is no evidence of engagement on Google Classroom within 48 hours of Remote Learning Provision being initiated.

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.

- pupils will receive feedback via Google Classroom on all digitally submitted work, usually within one school day, as appropriate to the task.
- If the work is received as a hard copy, either verbal or written feedback will be given as appropriate when the child returns to the classroom. Teachers cannot accept individual pieces of work sent in via another pupil.

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:

- The SENCO/Senior Leaders will carry out additional check ins with vulnerable children and families.
- The classteacher, in partnership with the SENCO, will ensure that children with SEND have appropriate support during this time.

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?

When providing remote learning for pupils **who are well**, but having to stay at home and self-isolate, class teachers are responsible for ensuring that:

-Maths, English and foundation subject tasks that have been completed in the classroom that day will be uploaded once school has finished (after 3.30pm) so that those children do not fall behind the children who are in school.

-Completed work will be marked and assessed, and feedback given, in line with the rest of the class.

If the work has been received through Google Classroom, the feedback will be through Google Classroom. If the work is received as a hard copy, either verbal or written feedback will be given as appropriate when the child returns to the classroom. Teachers cannot accept individual pieces of work sent in via another pupil.

It is important to note that in this scenario, it must remain a priority that teachers will be teaching throughout the school day and undertaking other in-school duties and supervisions. If children are in school, teachers will be supervising them at other times than in lessons, providing social and emotional support to individuals, liaising with colleagues and outside professionals to support individual children, contacting parents and planning, preparing and assessing learning.