



Foresters 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 at Foresters Primary School 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?

Work will be made available the day remote learning starts through the class Google Drive or Tapestry in early years. This will reflect the current learning in class but no video lessons will be immediately available and the work will have been quickly adapted for learning at home rather than in the classroom.

Links to websites where skills such as maths, reading or spelling can be practiced are readily available through the drive for children to access and teachers will make reference to them. This will allow time teachers to plan a remote learning timetable for the class based upon their current learning and populate the drive with lessons that are more appropriate for remote learning.

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?

At Foresters we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in certain subjects, e.g. Art, Design & Technology, and P.E. due to the resources and equipment needed.

A combination of the following digital platforms are used to help support the delivery of remote learning:

- Google Drive
- Tapestry (EYFS)
- Times Table Rock Stars
- Spelling Shed
- RM Easimaths
- Maths Frame – times table check

In addition, we make use of The Oak National Academy, BBC online and TV resources for various subjects. The White Rose Hub is used specifically for maths.

We recognise that some pupils might not have suitable online access at home. The school has a supply of laptops that can be loaned to KS2 children to ensure they have access to the remote learning. In addition, if there is no wi-fi at home, the school can support parents in getting free upgrades to data allowances on mobile phones or if this is not possible we can apply for a free router from the Government.

The school can also offer paper-based learning packs if needed.

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

- 'Live' teaching (online lessons) which may take the form of recordings such as stories for KS1/EYFS.
- Pre-recorded teaching. e.g. The White Rose Hub, Oak National Academy lessons and video/audio recordings made by teachers.
- Printed paper-packs produced by teachers e.g. workbooks and worksheets.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Internet research activities.
- Teachers will use other online resources to support learning as appropriate.

There is no expectation for parents to print out worksheets and the school can provide workbooks and paper if required.

Each drive has an upload folder and children will be expected to upload their work either directly from a computer or by taking and uploading a photograph, in order for the teacher to be able to mark and assess learning. Email can also be used.

Remote teaching and study time each day

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

Teachers will post either a weekly or daily timetable to the class Google Drive or Tapestry which will clearly outline the learning for each day including the specific amount of time that a child should spend on each subject.

We expect that remote education (including remote teaching and independent work) will take pupils up to the following number of hours each day:

- Early Years – 2-3 hours including play based learning
- KS1 – broadly 3 hours
- KS2 – 4 hours

It is important to note that not all learning is expected to be computer based and teachers will ask children to write and draw using paper and pencil.

In the early years, much of the learning will be play based using practical resources. For children in KS1 and KS2, who complete their learning quickly, there is an optional folder with additional work to support practice and enhance their learning. This includes activities to continue to develop growth mindset, skill builder and SET superhero skills.

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?

It is important the children complete the work set and attend 'live' lessons with the teacher. We would ask parents to ensure this is the case and support children as necessary.

Teachers will be checking that children have completed their work and will contact parents by email if they have not. If there is no response from the parent via email then the teacher will ring to check that everything is okay at home and offer assistance if needed. Also, for safeguarding reasons, the teacher will ensure they make contact, and if they cannot then this will be raised as a concern and passed to the Family Support Worker.

There is understanding that parents may have their own work to do and this is why independent learning is a crucial part of the children's day (play based learning in the EYFS).

It is also important to ensure short breaks are built into the timetable and that children keep to expected times. If a child has not completed the work in the allotted time then they should upload what they have managed to do for the teacher to see, as they may need additional teaching in a particular area.

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

As long as children are regularly uploading their work, teachers will be able to assess and offer regular feedback on their learning.

Teachers will adapt learning following assessment of previous work and therefore it is vital that children complete work on the day set and upload it on the same day.

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.

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, e.g. 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 will work with parents and carers to support these pupils in the following ways:

- Teachers will offer individualised learning appropriate for children with SEND by differentiating tasks or having different expectations on outcomes.
- For children with EHCPs, teachers will take account of targets and give learning that works towards meeting these.
- There is an acceptance that the level of engagement may be different for children with SEND and therefore teachers will liaise carefully with parents to ensure that the learning is meaningful and does not cause undue stress within the home environment.

Remote education for self-isolating pupils

When individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided will differ from the approach used for whole class 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?

Teachers use the Google Drives to upload their daily teaching and so if your child has to self-isolate for a period of time then they will be able to access much of the days learning from the drive.

Therefore the home-learning will mirror as closely as possible the learning in school and the same planned and sequenced teaching.

In these instances, where the teacher is teaching the class all day, they will not be able to respond to parent queries immediately but will reply to emails before and after school and provide feedback and direction as required.