

Mandeville Primary School

Remote Education
January 2021



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?

Immediate remote education takes the form of a learning pack of materials, which includes basic skills work that would be relevant at any stage of the year, i.e. reading, writing, phonics/spelling, handwriting and mathematics. This is hand-delivered to pupils where necessary.

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 sometimes need to make certain adaptations in some subjects, e.g. physical education.

We teach 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 so that pupils can progress through the curriculum.

We set meaningful and ambitious work each day in an appropriate range of subjects - English (reading, writing and spelling), mathematics (daily tables/arithmetic and main maths learning), science or a foundation subject, as well as physical activity.

We provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources. Through the activities, we provide opportunities for interactivity, including questioning, eliciting and reflective discussion. We also providing scaffolded practice and opportunities to apply new knowledge.

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:

Key Stage 1	Approximately 3 hours a day (This includes both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.)
Key Stage 2	Approximately 4 hours a day (This includes both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.)

Accessing remote education

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

Mandeville Primary School uses the G Suite for Education digital education platform, which is purpose-built for remote learning and aims to provide a place where pupils' learning experience at home can continue as close to normal as possible. Every pupil has been provided with their individual log-in details and password for Google Classroom, which enables them to access all of the online remote education we are providing. This digital platform for remote education provision is used consistently across the school in order to allow interaction, assessment and feedback.

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:

We do our utmost to ensure that all pupils have online access at home. This may include:

- distributing school-owned laptops accompanied by a user agreement or contract
- lending devices that enable an internet connection (for example, routers or dongles)

We request that parents/carers contact the school directly if they need support and we liaise with them to overcome any barriers to digital access and resolve issues as they arise, as far as possible.

If, despite both parties best efforts, suitable online access is not possible, the school provides printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work. If needed, these materials are hand-delivered and pupils' completed work is collected by a member of staff to enable assessment and feedback.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Pupils' engagement in remote education is expected, in the same way that schools are expected to make provision available and accessible to all.

We respectfully request that parents/carers support with this and we provide regular advice on how they can do so via the school newsletters. This includes sharing materials from the Education Endowment Foundation (EEF) on how to support effective home learning. These resources outline straightforward ways in which to identify learning opportunities in everyday routines and build them into home life. There is also guidance for supporting children's behavioural, emotional and social needs at this time. The EEF resources are all based on evidence-based recommendations.

Parents/carers are regularly signposted to advice on how to keep their child safe online. This includes toolkits to support parents/carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.

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

Pupil attendance at the two live sessions and completion of work is monitored daily and communicated to a member of staff who has responsibility for overseeing pupil engagement with remote education.

The parents/carers of those children who are not engaging will be contacted directly by a member of staff so that collaboratively any identified barriers to engagement can be overcome. We recognise that it is the school's responsibility to rapidly identify effective solutions where engagement is a concern.

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:

Teachers gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate. They 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. In this way, assessment ensures teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.

The two live sessions per day enable interaction between the children and their class teacher. It also supports clarity in terms of expectations of the learning activities and allows for further assessment and feedback opportunities, with pupils receiving timely and frequent feedback on how to progress.

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:

Alongside the support provided by the class teacher, the SENCo liaises regularly with the parents/carers of all pupils who have an education, health and care (EHC) plan. We aim to work collaboratively with families, putting in place reasonable adjustments as necessary, in order to ensure that pupils with SEND can successfully access remote education, appropriate for their level of need, alongside their peers.

We recognise that younger children in Early Years and Key Stage 1 often require high levels of parental involvement to support their engagement with remote education, which can make digital provision a particular challenge for this age group. We, therefore, do not necessarily expect that solely digital means will be used to teach these pupils remotely. We work with these families to deliver a broad and ambitious curriculum.

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?

In this situation, individual pupils receive a broad, well-sequenced and ambitious curriculum via Google Classroom. Work is set each day and feedback is provided. However, the two live daily sessions do not take place.