



Information about our remote education

This information has been compiled to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

REMOTE EDUCATION PROVISION - Information for parents

This information is intended to provide clear information about what to expect from remote education if local restrictions require entire cohorts, or a bubble(s), 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?

Our 'Pupil Hub' (as we have termed it) can be accessed at all times. Depending upon the circumstances and subsequent notice school has, teachers can upload relevant work to Maths, English or Topic folders readily (also, including elements of phonics and handwriting), through the 'Office 365' system - already part of their way of working in school. That said, in the case of individual pupils isolating within a class, or class/ 'bubble closure', we may need time to more fully establish the different needs across a group over a 24hr period. In this instance, paper-based resources may be provided.

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. In terms of lesson sequences and learning during a bubble or school closure, teachers plan for the in-school experience for key/ critical workers and vulnerable pupils, to be the same as those pupils subsequently working remotely and/ or needing a paper-based provision.

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:

Primary school-aged pupils	Number of hours – there are minimum expectations for remote provision:
Foundation Stage	Up to 3 hr/ day
Key Stage 1 (Year 1, 2)	3hr/ day

ACCESSING REMOTE EDUCATION

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

We have created a 'Pupil Hub', developed using 'Sharepoint' (part of MS Office 365). A link has been provided, for ease of access, via our website – see/ 'click on' the tile on the main web page:



This will take you directly to the 'Hub'. You will firstly be asked to select 'Year group', requiring a username and password (provided by school). Having logged in, you will find your child/ren's work in separate Maths/ English/ Topic folders. There is also a 'Video' tab (in which you will find filming linked with the lessons). Should you and/ or your child need any support with their learning, pls select 'Got a question?'...this will enable you to e'mail your child's class teacher and their year group partner.

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:

- As an infant setting (With Foundation Stage – Year 2 pupils) we have not been allocated any devices by the DfE scheme - we will endeavour though, to source and utilise the IT/ devices available to us;
- An IT survey was conducted earlier in the Autumn, to help determine IT vulnerabilities – based upon this, school ordered 10 I pads, to be given to families in the event of a lockdown [Please be aware, we are still waiting for these owing to the back log, as a result of the DfE device scheme];
- Device loan: Over the course of the Autumn term, school acquired x4 laptops and x2 wireless dongles. We have carefully considered the circumstances within which a pupil(s) would most benefit from the allocation of this technology;
- Provide free 'data SIM' cards (30 GB) as supplied by Vodafone, in the first instance – to be used to create a 'hotspot' and enable online access;
- Use of gaming consoles: Our IT support service have created guides - simple 'how to' information - for using either an X-Box or PlayStation. School have provided keyboards and mice required to enable this
- Foundation Stage pupils can submit work through 'Tapestry'; for KS1, we encourage parents/ carers to photograph work – this can then be e'mailed in to: office@tais.leice.sch.uk or webinfo@tais.leics.sch.uk

How will my child be taught remotely?

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

- Teachers provide daily input and learning activities for phonics, English, Maths and a topic subject – a workbook was sent home, within which pupils are expected to record their responses to the tasks set;
- Presentations - in the form of slideshows (Powerpoint) – sometimes with ‘voice-over’, guide children through the learning sequences, with links to recorded teaching... taking pupils primarily to Oak National Academy lessons and/ or video recordings made by our teachers.
- For those pupils with very limited access to IT - printed packs are compiled by teachers from the ‘Pupil Hub’, to provide a paper version that closely links to our virtual ‘offer’.
- Foundation Stage families have been provided with a resource pack of equipment and apparatus to support learning activities - KS1 are aiming to implement this wk beg, 1st Feb ‘21
- A generic pupil log-in enables children to access ESPRESSO home-learning (a curriculum resource and activity base). We subscribe to ‘Bug Club’, in order that children can still be provided with levelled books (managed and monitored by the teachers) and there is also a continuous comprehension element to this system - children are asked a series of questions linked with each text they read.

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?

Year 1 and 2 Pupils are expected to complete approx. 3 hours of learning each day, across Phonics, Maths, English and a ‘topic’ subject. For Foundation Stage, this is 2 - 3 hours.

Home is a very different setting within which to manage your child/ ren’s learning. We understand some of the subsequent challenges, e.g. device sharing and parents/ carers trying to support but also needing to undertake their employment from home.

However, owing to the age of our pupils, they will need support, for instance to set-up devices, help resolve simple technical issues and sustain their engagement – we advise that the latter is best managed by a simple but consistent routine that your child becomes accustomed to.

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

- In preparation for a 'bubble'/ class closure or lockdown period, families were provided with e'mail and phone contact details;
- On each Year group page of the Pupil Hub, a 'Got a question' tile/ tab provides parents/ carers with the ability to e'mail their child's class teacher (or year group partner) directly. They have also been encouraged to use this e'mail to send photographs or scanned copies of their child/ren's work;
- Teachers rota'd on their week to fulfil the 'remote' learning overview, make phone contact with families – talking with pupils if they should wish but for the most part, talking with parents/ carers about how their child/ ren [is] doing;
- From Tue 26th Jan, we will be moving to individual logins, to enable school to monitor daily activity more closely;
- Clear systems enable us to work to respond to any e'mails or phone messages within a day.

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

Our approach to feeding back on pupil work is as follows:

- Teachers will provide feedback comments to any work sent in (via e'mail or returned, completed paper copies);
- Starting from Fri 29th Jan, 'end of week' quizzes (of 4 – 6 questions) will assess children's knowledge and understanding based upon the week's lessons and learning;
- We will organise (and inform parents/ carers of) a collection day/ time for Pupil Hub workbooks to be handed-in, enabling teachers to gain an overview of how pupils are applying themselves and achieving – and from which they will provide individual feedback.

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 children 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:

- In a 'lockdown' situation, parents/ carers of pupils with an EHC Plan will be informed that their child is able to access a full place in school, should they wish;
- Through discussion with the child's family, the SENDCo and/ or member of SLT will determine whether in school is the most appropriate setting in the circumstances and in relation to any current 'plan' in place;
- This early conversation will also determine the child's access to IT at home and whether support can be maintained for the pupil, to fulfil their planned learning out of school, including social-emotional aspects - as outlined in their EHC (or other) Planning;
- School will aim to support the family in order to continue working towards the child's planned targets, whether in or out of school.
- Having established (incl 'risk assessment', as appropriate) the right setting and provision for the child, we are mindful that a paper-based offer may be considered most appropriate

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?

Individual pupils self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

This may be achieved, in the first instance, through a 'paper pack' but dependent upon the time in which we are made aware and are subsequently able to respond, lesson activities will be posted on the Pupil hub – initially, this may not though form part of a full 'presentation' representative of a lesson, learning input and sequence.