MANOR FARM COMMUNITY JUNIOR SCHOOL

REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils and parents about what to expect from the school's remote education when national or local restrictions require pupils to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

What should my child expect from immediate remote education on the first day or two of pupils being sent home?

- Remote education provision will be available immediately to pupils through Times Table Rock Stars (TTRS) and our Accelerated Reader/MyON provision.
- All pupils have logins to access these.
- Teachers will also add stand-alone independent pieces of work for pupils in their class.

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?

The expectation is that our children will be learning for 4 hours per day.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have to make some adaptations by reducing the range of subjects we cover. An emphasis remains on English and Maths. In addition, we provide learning for a third subject each day.

- The additional daily subject offer is reviewed after a half-term.

- We expect all pupils to undertake a form of physical activity every day. We direct pupils to Joe Wicks activity online.

- We expect all pupils to read daily, for at least 20 minutes, and to read an appropriate book for their reading level. Pupils know their reading level.

Accessing remote education

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

- We use Google Classroom for your child to access their remote learning. Work issued and completed work is shared through this. All pupils have access to their class teachers and assistants.
- Google classroom is used for every pupil working remotely to log into the daily morning 'registration' session.
- All children are shown how to use Google Classroom and have been given logins for Accelerated Reader/ MyON and TTRS.
- Some pupils are also provided with access to specific programmes to provide additional learning support. We liaise with the parents of these children.

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:

- If your child does not have access to the internet or you do not have a device for your child to use for home learning, please inform us at school, by phoning or emailing the school office.
- We have a limited number of devices that we can loan out to pupils. If you do borrow a device, you must read and sign an agreement form.
- You will need to collect the device from school, we cannot deliver the device to you.

- When school reopens to all pupils the device will need to be returned on that same day.
- We can provide a hard copy of work for a child to complete if they cannot access the internet.
- You will need to collect and return this work from and to school.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- Direct written activity/instructions in Google Classroom. Teacher explanation is given during daily morning live 'registration' sessions.
- Recorded teaching is being introduced by teachers and can include video/audio recordings.
- Recorded lessons from other online sources. e.g. Oak Academy, White Rose Maths.
- Printed paper packs produced by teachers if the only option.
- Accelerated Reader/MyON - books to be read online.
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC bitesize).
- We are looking to move toward interactive lessons for some learning.

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 expect pupils to engage in remote learning every day. Pupils are able to ask teachers for help/explanations/support with tasks.
- We expect pupils to attempt their work before seeking help. This is the same principle that we apply in school.
- If possible, we would like parents to provide support to their child.

- We hope parents will support remote learning by setting routines at home for your child's learning. Eg being online for daily registration, ensuring work is completed.
- Ensuring your child reads every day and listening to your child read.
- We want parents to ensure their child undertakes some form of physical activity every day.
- We hope parents can provide a calm, quiet and uncluttered space for their child to work in.

We recognise that every home operates under a range of circumstances and applying the above is not always easy to do. Striving to match up to these expectations would play a big part in making your child's remote learning a positive experience.

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

- Pupil engagement with remote learning is monitored every day. A register is taken at the daily 'morning meet'. Google Classroom enables us to see when pupils are engaging and when they have completed work.
- Submission of work and quality of work provides information how a child is working/learning and indicates if additional individual support is needed.
- Concerns of lack of engagement are followed up with parents by teachers. This will ideally be a phone call or if contact not made, by email.
- A lack of response from parents will trigger a letter home.

We recognise that a lack of engagement could be down to family circumstances. By communicating with the school, we will be able to take those circumstances into account and we will seek to provide support and understanding of the situation.

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:

- Pupils work is marked and feedback given daily. A written comment is given with praise and things to work on. Verbal feedback is given daily in the 'morning meet'.
- Award for 'reader of the week' and 'class pupil of the week' are sent out every week via email to parents.
- Marking comments made should be responded to by pupils, just as if they were in school as normal.

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 to support those pupils in the following ways:

- We invite some SEND pupils into school to form part of the bubbles we have for critical workers.
- Where needed/possible we loan out devices.
- The 'morning meet' provides time for staff to talk to individual pupils.
- Differentiated tasks are provided that match to individual need and ability.
- Reading through MyON provides books for lower ability readers.
- Specific programmes i.e. Nessy and Dynamo target English and Maths skills.
- Direct contact with parents is made by phone or by email to provide support to parents and pupils with learning.
- Trailblazer project in place to support pupils with anxiety issues/concerns.
- Weekly MIND newsletter sent to parents to provide where to go for support.
- EHCP pupils have a significant time in school.

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?

We aim not to make remote learning too different, for a pupil self-isolating, from the details outlined above. This is to try and provide consistency and therefore familiarity to this experience.

- Individual pupils self-isolating will be able to access a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.
- Where possible, pupils self-isolating will be able to access live or recorded learning that is taking place in school.
- Teaching staff will communicate with isolating pupils on a daily basis. This will be via Google Classroom.

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