



## 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?

We will start Remote Learning from Wednesday 6th January and commence Teams sessions from Monday 11th January 2021.

### 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, Physical Education needs to take into account how pupils may safely exercise within the home environment and our specialist PE teacher is providing exercise videos to support this. The order some of the topics or units of work may be changed due to the complexities and the types of resources required.

### 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 | Expectations are that pupils should be taking a minimum of 3 hours per day (5 days per week) on work set. |
| Key Stage 2 | Expectations are that pupils should be taking a minimum of 4 hours per day (5 days per week) on work set. |

## Accessing remote education

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

Each pupil has a school e-mail address which enables access to **Teams**. This is where further directions regarding your child's learning provision will be provided.

### 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 have a small number of notebooks that may be signed out to support on-line learning. If you require access to a device please contact the school secretary [secretary@pensilva.cornwall.sch.uk](mailto:secretary@pensilva.cornwall.sch.uk) to register the need and to obtain further information. You may also contact our school secretary if you have difficulty with your internet connection as it may be possible for us to obtain a device that could further enable an internet connection (for example, routers or dongles).
- By contacting the school secretary or your child's class teacher, you can arrange to collect printed material from the school for your child, if required.
- Work can be submitted / "turned in" to school for the class teacher to see through **Teams** (this is the preferred option). If you do not have internet access, printed work that has been collected from school and completed can be returned for the class teacher when the next set of work is collected. If you are working in an exercise book (available to be collected from school by arrangement), you may wish to photograph the work and submit it through Teams. When we return to school, the exercise book can be handed in as a further record.

## **How will my child be taught remotely?**

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

- live teaching (online lessons) at times – including story readings
- recorded teaching (e.g. Read Write Inc phonics and spelling videos, Keep Fit / PE sessions, teacher instructions and demonstrations, recorded readings of stories)
- printed paper packs produced by teachers (e.g. worksheets) where required
- books and reading books pupils have at home and on-line texts
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- PowerPoint presentations of methods / instructions
- Daily registration on-line with teacher to give opportunity to introduce the day's work, check in, address queries and celebrate positive engagement
- Feedback sessions

## 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 would like your child to join us on-line for their class or group morning greeting and registration.

Please could your child access the daily on-line work that is set via Teams.

If possible, it is good to get into a routine whereby your child completes their work on the day that it is set. We advise setting up a dedicated work space for your child with all their tools to hand and timetabling work. The same routine as school works well eg: Maths and English lessons in the morning with a break in between and an afternoon session after lunch. We recognise, however, that due to other constraints at home this may not always be possible and that individuals may need to take a more flexible approach to completing work set across the week.

Please could completed work be "turned in" via Teams, unless other arrangements have been made (eg: those who have no on-line access and are collecting / dropping off work).

If you are a key or critical worker and your child is in school for part of the week it is important that they complete set work on the days they are not in. This is to ensure that there are no gaps in their learning and they are ready for the next part of the work when they are next in school.

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

- We check daily to see if pupils are accessing their on-line work
- A record is kept of work that is turned in / submitted
- Where there are concerns, you will be contacted directly by the class teacher or Headteacher to discuss and address barriers
- Teachers are available during school hours and are contactable by email or phone. If a child is unwell and unable to participate in home schooling on that day, please would you let the teacher know. Any e-mails sent at the weekend will be answered on the Monday.
- Teachers will check that your child has engaged with remote learning each day and will follow up where there is non-attendance at the morning Teams meeting. We are aware that parents may have work commitments and would ask that you let the teacher know if a child is not going to be present.
- If we are unable to contact the parent a letter will be sent and following this, if we are still unable to make contact, we will consider a referral to the Educational Welfare Officer.

## **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:

We regularly (daily where possible) respond to / give feedback on work which is submitted by the "due" date. Depending on the nature of the task this may involve giving written feedback, ticking correct answers or writing a comment.

Work will be retained on the learning platform or if completed in books, these will be kept as evidence of a child's progress and achievement. Staff will do their best to respond to work on the day that it is completed although where work is submitted late in the day or a member of staff is involved with a lot of face-to-face time with children, this may not be possible.

## **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:

- Where a child has special educational needs they will be offered additional sessions with the teacher or teaching assistant through Teams if needed. Work will be differentiated as appropriate and extra support in the form of on-line resources may be made available depending on the task.
- We are aware that many primary school-aged pupils will need extra help from adults at home to access their work. This may include, for example, reading instructions, talking through and discussing ideas and / or key learning. We will try to keep tasks as straightforward as possible and a teaching assistant or teacher may be involved in supporting some groups, individuals or sessions.

## **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?**

If a child is isolating whilst the rest of the class are in school, the teacher will talk with the parents to agree a way forward. Depending on the age of the child and their situation, along with the length of isolation, work may be provided as a pack or remotely. Wherever possible the work will match the tasks being done in the classroom. Opportunity to meet via Teams may be arranged; tasks will be set and feedback given.