



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?

The school website includes links to relevant lessons, either via recorded video (Oak Academy or Abacus staff), or via live lessons, plus associated activities for the children to complete. These will be found on each class page on the website and remain there for the current week, after which they will be removed so it is easy for you to find what you are looking for. Foundation Stage and Key Stage 1 will use Tapestry to access their activities and learning to remove pressure on the website.

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, where specific equipment may not be available at home, P.E. activities etc.

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:

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| Key Stage 1 | <p>3 hours a day is recommended.</p> <p>Foundation Stage: Learning activities are uploaded to Tapestry and can be accessed throughout the day from each individual account.</p> <ul style="list-style-type: none"> • A daily Welcome message. • A daily Phonic input and activity • A Maths input and activity and an English input and activity four days a week, and on a Wednesday there is a Dough Disco and handwriting session. • An invite to a daily Zoom story time session. • Topic planning/activities for children to complete when they are ready. <p>Year 1:</p> <ul style="list-style-type: none"> • A daily Phonic input and activity • A daily Maths input and activity • A daily English input and activity • An invite to a daily Zoom story time session. • Topic planning/activities for children to complete when they are ready. • Welcome messages are included at the start of each lesson. <p>Year 2:</p> <ul style="list-style-type: none"> • A daily GPS input and activity • A daily Maths input and activity • A daily English input and activity • An invite to a daily Zoom story time session. • Topic planning/activities for children to complete when they are ready. • Welcome messages are included at the start of each lesson. |
| Key Stage 2 | <p>4 hours a day is recommended.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • A daily GPS session and activity (Pre-recorded) • A daily live Maths session and activity - for children to complete following the live session. • A daily English live session and activity - for children to complete following the live session. • An invite to a daily Zoom story time session. • Topic planning/activities for children to complete when they are ready. |

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| | <p>Year 4:</p> <ul style="list-style-type: none"> • A daily session of GPS, mental Maths, spelling and reading (the session focus will be different on different days). • A daily live Maths session and activity - for children to complete following the live session. • A daily English live session and activity - for children to complete following the live session. • An invite to a daily Zoom afternoon topic/catch up session. • Topic planning/activities for children to complete when they are ready. <p>Year 5 & 6:</p> <ul style="list-style-type: none"> • A daily session of GPS • A daily live Maths session and activity - for children to complete following the live session. • A daily English live session and activity - for children to complete following the live session. • Topic planning/activities for children to complete when they are ready. • An invite to a daily Zoom story time session where teachers will read from the class book and discuss the day's learning. |
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Accessing remote education

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

The school website (<https://www.abacusprimaryschool.co.uk>) has a set of Class Pages that can be accessed by parents which contain the associated resources needed for each class/year group.

Zoom invitations for live lessons are sent via class emails or the school text system, and these routes are available for any additional queries too.

Foundation Stage and Key Stage 1 will have Tapestry accounts set up to help access their learning.

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 cannot access the remote digital learning provided, we ask that you notify us as soon as possible and we will make alternative arrangements e.g. copying some of the work activities for collection, advising of alternatives. Please note, each case will be dealt with on an individual basis depending on your personal circumstances.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. worksheets, activities)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Times Tables Rock Stars, Accelerated Reader, Sumdog.

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 children to access all the remote education offered. If circumstances prevent this, please discuss any issues with class teachers to see how we can further support. Education is compulsory during the lockdown.
- FS/KS1: You can access the video inputs or work tasks from Tapestry, so you can pick and choose when you help your child to access their learning. (This may be of help if there is more than one person needing to access the devices in your household). These age groups are more likely to need adult support at home to access and complete the relevant tasks.
- KS2: You need to access the live lessons at the published times via the school website. Upper KS2 should be able to work independently to access these, although younger children and those with additional needs may need more support.
- Our behaviour expectations are the same as they are normally in school; please ensure your child is dressed appropriately (i.e. no pyjamas), do not allow your child to interrupt lessons, eat or chew gum while accessing live learning. If there are persistent problems then we may remove them from the session.

Additional Guidance:

It will really help if you set up clear routines and expectations to support your child's education:

- Having a designated space for work activities that is separate to play/leisure activities will also help.
- Making sure that break times are allocated will help with stamina and screen tiredness.
- Taking a complete break during lunch and playtime is beneficial and will help the children refocus once back to their learning.
- If your child has difficulty focusing, then providing a fidget toy or piece of blue tac to play with can keep their fingers busy and help them listen to the learning presented.
- Don't forget the other learning opportunities provided e.g. Times Tables Rock Stars, Accelerated Reader and other apps that may have been recommended on the website.
- Wellbeing is also a priority during these difficult times. There are a range of resources to help on the school website.
- If you need advice please contact us and we will do our best to help.

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

We will be taking a daily 'virtual register' during live learning to check that children are accessing remote learning to some degree; we are however aware that some children may not attend all sessions due to family circumstances, or accessing via video rather than live lessons. N.B. There is at least one daily live input per class.

We will make regular welfare phone calls to families who do not engage with our remote learning to make sure that you are alright from a safeguarding and welfare point of view, and to see if there is anything else we can offer to help you engage.

Please keep us informed if there are particular family circumstances that mean you have difficulty accessing the lessons, or if a particular issue has occurred, as we do know that this is a very hard time for everyone and are keen to help if we can.

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:

Children will be encouraged to share work via the class email and teachers will feedback using the same system. Your class teachers will confirm their expectations with you as this will be different depending on the year groups.

Children will also receive verbal feedback and support during live lessons, and parents may be asked for their feedback after sessions have been completed. Plenaries (lesson round-ups) will also be offered as part of live learning, as appropriate, and feedback will be provided at these times too.

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:

Children with additional needs who cannot access the whole class teaching sessions may be provided additional or alternative work packs at an appropriate level that can be completed at home. This will be negotiated with individual families as appropriate.

If your child has 1:1 support allocated as part of an EHCP, those staff will make contact twice a week for a welfare call with your child. They are also available to answer questions about the learning provided. These children may also be offered additional Tapestry learning activities presented via video by designated staff to help keep them motivated and engaged.

Younger children as well as those with additional needs may find it hard to sustain learning in longer chunks so please follow the advice above for additional breaks. Please also remember that you can access our SENCO, Mrs Lewis for a virtual SENCO Surgery consultation which may be of assistance (please see newsletter dated 8/1/21).

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 your child is self-isolating, they will have access to the same high quality learning opportunities as the rest of the pupils accessing either from home, or if attending as part of the key worker/vulnerable group. There will be no difference.

Wherever possible this will be from your child's usual class teacher with our current arrangements.

If this is not possible, e.g. through staff absence where staff are unable to provide live lessons or recorded lessons, similar work will be set and be available via the usual platform for your child.

We will strive to continue to provide a daily live story time session to stay in contact with you, although this may be led by a different member of staff. Parents of affected classes will be notified by text of any alternative arrangements.