

Queen's Park Primary School: 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 if 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?

If a national lockdown or bubble closure happens your child's class teacher will post work on their child's Google Classroom as soon as possible and they will alert you to this posted work. Initially these will be individual activities that cover English, Maths, and foundation subjects. We then aim to have a fully functioning remote education curriculum covering a broad and balanced curriculum that would be being taught in school including English, maths, foundation subjects plus reading, phonics and times tables' work, specific to key stages and year groups, within 2 days.

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?

At Queens Park Primary School we teach the same curriculum remotely as we do in school. This means no child will be put at a disadvantage because they are learning from home or in school.

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	<p>Key stage 1: 3 hours on average per day, with less for reception age younger children</p> <p>Key stage 2: 4 hours a day</p> <p>This is based on government guidelines in 'Restricting attendance during National Lockdown. Jan 2021.</p> <p>You can find a link here to the full guidance</p>
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Accessing remote education

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

During full lockdown at Queens Park Primary School we use the Google Classroom platform (supported by our LA) to deliver our remote education learning. Each child will need an iPad / laptop / computer or similar device as the work is set online. Each child is issued a password and log on so they can access all the learning set by the teacher daily, whenever they need to. This system allows teachers to:

- set a daily extensive and interactive range of activities
- set up twice daily 'google meets' where the class can receive some direct contact time with their teacher and see their friends as well as asking questions about the learning for the day
- Children can submit their work to show what they have been working on and teachers can make or record comments to further progress the child's understanding

If my child does not have digital or online access at home, how will we 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 actively try to provide a laptop or data using the government scheme so that children can access the google meets and interact with the teacher and the class
- We make regular phone calls made by a member of staff
- We may provide paper copies of work

How we will issue or lend laptops or tablets to pupils

Computers / laptops

Teachers and teaching assistants are in close contact with families to establish whether each family has the right technological equipment to access the online learning at home. Once it is discovered that a family needs a laptop they are issued one by school and will be asked to sign an agreement as a record of the loan. A list is kept of all families who have been lent equipment and anyone can be added to the list at any time to support their learning

As a school we have a supply of laptops from the DFE and continue to contact families to make sure everyone has access to the right technology

Data / routers

We can also support families if anyone needs help to access more mobile data allowance and can provide data and /or routers through a government based scheme.

Where can parents find info?

Parents can find information on this on our school website or by contacting the school by email or phone.

How pupils can submit work to their teachers if they do not have online access?

We are encouraging children to complete work online or writing into a notebook as printing materials are costly. Teachers will set a range of activities and children so not always need to have a worksheet or written outcome. Children can share photos or show work on camera in the google meet or email work in.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live google 'meets' – teachers spend time talking through the class' learning for the day and answering any questions
- targeted small groups for catch up/ interventions/ and offer support time for children who have struggled with the learning that day
- live teaching – there are teaching sessions in subjects like phonics, spellings, times tables and maths fluency
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- running reading groups for small groups of children separate to whole class google meet sessions
- we signpost to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences for e.g. Phonics Play, BBC Teach, BBC Lockdown learning, use White Rose Maths, Times Tables Rock Stars, and Numbots
- long-term project work and/or internet research activities
- Some days will have more open activities where children can choose from a number of activities to provide screen free time

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?

Expectations for pupils' engagement with remote education

- Get to bed on time so you are well slept
- Have breakfast and a drink before starting the school day so your body and mind are ready to learn
- Be on time to log on to google 'meets'
- Submit your work, where possible, to show you are engaging in the remote learning
- Be respectful when taking part in google class 'meets'
- Keep your microphone on mute - only unmute if your teacher asks you to
- Always have your camera on (unless you have made an agreement with your teacher)
- Let your teacher know you would like to speak by 'raising your hand'
- Use the 'chat' function only to make sure you understand the work
- When asked to respond to the teachers written or audio comments ensure that you respond
- Take brain breaks/ movement breaks when you need them

Expectations of parental support. Children will need:

- a space to work each day
- support to log on and join the class 'meet' (if the child finds this hard)
- support to find the work set for that day (if the child needs this)
- support to do any practical work, e.g. PE, Yoga, scavenger hunts, science experiments (if the child needs it)
- equipment ready to use, for e.g. pens / paper / pencils / coloured pens, rulers etc. to complete work
- encouragement to ask the teachers for help if they need it
- a daily routine that encourages children to get to bed at a time that means they get enough sleep to be well rested and ready for a day's learning
- encourage your child to independently engage with the learning including on google class meets

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

How, and how often, we will check pupils' engagement with remote education

- Teachers and teaching assistants are taking registers for each google class meet (twice per day) to check that all pupils are engaging with remote learning

What action we will take where engagement is a concern, including how we will inform parents and carers

- When we have had no contact with a child for 2 days or a child is not submitting any/enough work online, they will receive a supportive phone call home to understand what has prevented them from joining in. This will often include speaking to parents as well. The teachers and TA's will then work with the child / family to overcome any barriers to engaging in the learning by providing academic support (further information about a piece of work or specific teaching of a method or concept), providing emotional support and signposting to external agency support e.g. Schools well being service
- This follow up work will continue as necessary

How will we assess your 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:

Methods we will use to assess and feedback on pupils' work

- Written comments on work submitted by children online
- Recorded comments sent to children via google classroom (this avoids any reading issues and lots of feedback can be given in a relatively short amount of time)
- Verbal feedback on work received during the whole class google 'meet' – so the whole class may benefit from the correcting of a common misconception that the teacher has picked up

How often pupils will receive feedback on their work

- Teachers will provide feedback as necessary for the child in terms of key stage, age, and the child's understanding of concepts and skills being taught

Additional support for pupils with particular needs

How will we work to help a 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:

We have invited all children with EHCPs to come into school. For children who are not able to attend, and for other children with SEND, we are ensuring the work is at their level, and supports them to meet the targets set in their EHCP wherever possible. We organise regular meets for children with their key adults in school, either through Google Classroom, or over the phone. These meets can be focussed on learning, or on emotional and social support, and providing continuity in key adult relationships.

When setting learning, we will continue to differentiate the work to ensure that all children can access it. This might happen by setting different learning, having different expectations of the learning that is produced, or by supporting children individually or in small groups online.

We endeavour to continue to provide personalised learning and support to children who most need this. This includes 1-1 reading with a TA using electronic books, practising maths fluency by phone, and both 1-1 and small group Learning Mentor support including wellbeing sessions, and developing Just Right profiles for use at home and school.

Our SENCO and Learning Mentors maintain regular contact with our most vulnerable learners, and follow up concerns raised by the teachers, who remain the first contact with all children in their class. Where children are struggling to engage with the learning at home, we provide support by phone calls, and provision of resources such as visual timetables and social stories. We will also suggest alternative learning activities where a child continues to manage to engage.

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 school and the year group is open and a child is isolating but remaining fit and well, we will provide access to remote learning via google classroom as outlined above from the second day but will not be able to provide teacher led meetings. We will ensure that a member of staff telephones and has contact with the child throughout the ten days of isolation