

The STAR Multi Academy Trust

Remote Education Provision – Parental Guide

School: Kirk Fenton CE Primary

This information is intended to provide clarity to pupils and parents/carers about what to expect from remote education should entire groups (or bubbles) need to self-isolate or should the whole school need to close.

Please also reference our Trust Remote Learning Policy

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.

Who is the named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?

Karen Williams supported by Kerry Fitzpatrick (KS1 & EYFS) and Becca Cameron (KS2)

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

Children in Year 2 and above will be sent work to complete at home using Google Classrooms. Younger children will have work emailed to them and where a bubble or the whole school closes, this work will also be put on the school website as well. Purple Mash will also be available to all year groups.

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 try to 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, PE, Music and Art as these will depend upon space and resources available at home.

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	EYFS & KS1 - 3 hours per day minimum KS2 - 4 hours per day minimum This is made up of set work, recorded teaching and optional tasks. It also includes daily reading, mental maths and spelling practice alongside engaging with feedback and activities to promote pupils health and mental wellbeing.
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Accessing remote education

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

The main platform used by pupils in Year 2 and above is Google Classrooms. Younger children can access Purple Mash but their learning is available by email and on the school website.

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:

- The school is able to loan a number of Chromebooks to pupils who don't have any access to devices at home. Please contact the school to arrange this.
- If this is not suitable, the school can print resources for families to collect at a given time
- Completed work can be posted or delivered back to school by hand, alternatively it can be photographed or scanned.
- We understand that not all homes have a working printer and therefore regard is given to ensuring that a range of work is set that doesn't rely on printing at home.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Purple Mash
- We aim to teach our standard school curriculum in a way that is as closely matched to how we would teach this in school. This ensures that children are familiar with our approach and understand what is expected of them.
- KS2 classes also have access to Google Meets daily where they can receive feedback and ask questions or receive guidance on their learning alongside the children who are in school.

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?

In this section, please set out briefly:

- All pupils are expected to engage with their work daily, accessing, completing and handing in work on time. However we realise that pupils may be sharing devices or may have to work at times outside of the normal school day and therefore we understand that this can impact how and when a child works.
- We understand that many of our parents will also be working from home and are happy to support parents to support their children . Where possible we recommend that parents set routines to support their child's education and strongly encourage their child to engage with the work being set.
- We understand that younger children will require a greater adult input to complete their work whilst older children should be more confident in working independently and therefore we aim to set work accordingly with a balance of work that can be completed by all children of any age independently.

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

- Class teachers check daily for pupil interaction and engagement with the work set and where they have concerns will notify SLT.
- Where engagement is a concern, SLT will inform parents and carers as soon as possible by phone or email.

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:

- Feedback given is age appropriate and depends on the work set and the capacity of the child to understand the feedback. Older children (KS2) receive daily feedback online in conversation with their class teachers as a group alongside individual feedback on some set tasks.
- Younger children receive a variety of feedback through Google classrooms, Purple Mash or individually by email or phone as required.
- We also use Marvellous Me throughout school to send individual feedback, messages and praise.
- Pupils receive feedback at least daily in some format whether class feedback, group or individual and parents are welcome to contact the school staff should they require clarification.

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:

Parents and carers should be discussing access to on-site education in lockdown if they believe their pupil may be entitled. Please contact the school in the first instance to discuss this.

- Each child with SEND has particular and individual needs and therefore work for these pupils is planned on this basis and differentiated to support their needs individually. This may include additional instructions, work presented in a more accessible format or on paper as required.
- Younger pupils have detailed weekly timetables with work and resources that are appropriate to their stage of development and their individual needs. This can be completed at their own pace offline and parents are welcome to contact their class teacher should they need further support.

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?

In this set of circumstances, the child at home would continue to mirror the learning happening in school however the resources and tasks set may need to be more accessible and therefore may be slightly different to the activity happening in school e.g group work would not be possible to create an artwork so would have to be completed individually.