



ABPS 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. Please be aware that all plans contained within this document are subject to change: we review our Remote Education Provision fortnightly in response to feedback received during our virtual parent/carers meetings, technological developments and updated governmental guidance. We endeavour to inform parents/carers and to update this document as quickly as possible in the event of any changes.

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 on the first day or two of pupils being sent home?

Teachers will set an overarching project focus for the first day or two of remote education via your child's Class Dojo class page. If a teacher is unable to set work immediately, relevant home learning activities can be found on our school website:

www.allertonbywater.leeds.sch.uk/parents/help-your-child

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:

- Writing: some of the children's learning will be set using the recorded teaching sessions from Oak Academy which will have a different text focus than the planned class text.
- PE: the taught focus for the duration of remote education will be different in the year groups where a team game was the predominant focus or where resourcing would make this difficult remotely e.g. Tag Rugby

The Remote Curriculum: daily study time

How long can I expect work set by the school to take my child each day?

We expect that remote education (including both remote teaching, virtual class meets and independent working time) will take pupils broadly the following:

- EYFS and Key Stage One - 3 hours a day
- Key Stage Two - 4 hours a day

The Remote Curriculum: accessing remote education

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

- Children in Nursery to Year Three will use Class Dojo to access their online remote education
- Children in Year Four to Year Six will use Google Classroom to access their online remote education.
- All children have been provided with a Brigshaw Trust email account which they will use to access the class sessions which are delivered via Google Meet.

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:

- Updates on technology advances are regularly communicated e.g. how to access Google Meets and Google Classroom using Xbox or Playstation
- Every child has been provided with a 'home learning pack' incorporating workbooks, exercise books and other learning materials relevant to their year group
- School-owned laptops can be borrowed and mobile data uplifts applied for by contacting the Pupil Welfare team in school on 01977 522 620 ext 3
- Affected pupils are supported to access our key worker provision in school wherever necessary
- Where these approaches have not been successful, weekly printed learning packs are provided to families based on the materials being uploaded digitally

How will my child be taught remotely?

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

- Live teaching
- Recorded teaching e.g. Oak Academy resources or video/audio recordings made by ABPS teachers
- Electronic resources e.g. Google Classroom documents, quizzes and forms
- Printed resources e.g. White Rose Maths workbooks, CGP Phonics workbooks
- Subscription websites supporting the teaching of specific subjects e.g. Bug Club, Spelling Shed and Times Tables Rockstars
- Widely available websites supporting the teaching of specific subjects e.g. video clips from Literacy Shed and BBC Bitesize

The Remote Curriculum: 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?

Our remote learning home-school agreement sets out our expectations for both children's engagement and parents/carers support. All parents/carers are asked to sign to agree to do their best to support their children's learning at home.

Parents/Carers

To support my child to learn at home, I will do my best to:

- Ensure my child is completing the tasks set at the appropriate time
- Help my child post their work onto their portfolio on Class Dojo (EYFS to Year 3) or via Google Classroom (Year 4 to Year 6) with increasing independence
- Supervise my child's internet use and online learning
- Ensure my child joins their class' Google Meet at the appropriate time
- Address any concerns, worries or issues I have directly with school rather than in a public forum (i.e. social media or on my child's Class Dojo page)
- Contact the Pupil Welfare team school if I or my child need additional support
- Ensure my child has access to appropriate technology or contact school if this is not possible
- Report any technical issues to school as soon as possible.

Children

To ensure I can learn at home, I will do my best to:

- Ensure all of my learning is completed on time and to the best of my ability
- Make sure all the messages I send or comments I leave are polite and positive
- Actively participate in my class' Google Meet
- Tell my parent, carer or teacher if I struggle with any of the work
- Report any technical issues to my parent, carer or teacher as soon as possible
- Tell my parent, carer or teacher immediately if I get a nasty message or see something that makes me feel uncomfortable
- Keep following our school rules:
 - o We follow all instructions
 - o We work hard
 - o We use positive language and actions
 - o We keep our hands, feet and objects to ourselves

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

Engagement in home learning is monitored each day by our class teachers through attendance at the daily class Google Meets together with accessing and completing any work set. Any child who has not engaged with the learning for the day is recorded. If this pattern develops over a period of three days, this is referred through to our Pupil Welfare team and a member of staff will contact the family to offer any help or support that they may need. This may take the form of a Google Meet with the child concerned to talk through their lack of engagement and to offer suggestions as to how they can re-engage.

Where engagement is a concern, our Senior Leadership Team will become involved and will be in contact with the family.

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:

- A daily, class Google Meet with their teacher to receive verbal feedback and to discuss any common misconceptions identified
- Immediate written feedback for one subject per day to identify next steps and areas for improvement
- Instant feedback using online quizzes that are marked automatically
- Parental support for marking all other subjects e.g. answers to Maths worksheets

The Remote Curriculum: 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:

- Individual learning packs are emailed weekly in line with the children's learning targets identified on their IEP
- Our SENDCO reviews these learning packs regularly to ensure they address gaps in the learning identified
- All children with SEND are offered access to our key worker provision in school

The Remote Curriculum: 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?

To ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, parents of self-isolating children will receive a daily email containing their child's learning. This will be inline with the learning taking place in their child's classroom on that day. Feedback will then be given on all work completed and uploaded to Class Dojo inline with our 'Feedback and Marking' policy.