



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?

Such an absence is likely to be either very short term one to two days (a pupil is awaiting a test result) or a two-week self-isolation period.

Once it is confirmed that a pupil is absent for the reasons stated above, their class teacher will upload work via Seesaw, in line with the learning in class for that current week. This may consist of powerpoints, worksheets or activities to complete at home.

This work will be identical to the work peers cover thus ensuring the absent pupil continues with their learning sequence. If appropriate, the teacher may find suitable teaching links to support the work to be completed at home, this will be communicated through Seesaw.

Where children cannot access remote learning systems and their absence is likely to be short, then they will be provided with a paper pack of resources to support their learning.

This learning pack will be collected by parents or, in certain circumstances, delivered by school staff.

Students who this might apply to include, students whose parents contact school to inform they need to self-isolate. Students who develop symptoms whilst in school and need go home to self-isolate.

It is expected, that the pupils will complete and return the work in Seesaw on a daily basis. If this does not happen the class teacher will contact parents.

In the case of an individual absence (due to Covid 19) the class teacher (initially) or year group TA will make direct contact with the pupil and or parents. This will be to ensure that home working expectations are understood.

- Class teacher to establish direct contact with parents/carers.
- Check health and wellbeing of pupil and their ability to undertake work
- Ensure pupil understands how to access Seesaw



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, (PE, Chess, Music and French lessons may be by pre-recorded sessions delivered by the specialist teachers).

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:

EYFS	2 hours a day, on average across the cohort
KS1	3 hours a day, on average across the cohort
KS2	4 hours a day, on average across the cohort

Accessing remote education

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

Microsoft TEAM

TEAMS will be used to facilitate live teaching where applicable and to ensure there is regular face to face contact between teachers and children.

- All children have their own email address and password to log in to TEAMS
- Children and parents have been given lots of opportunities in school to practise using this system so should be able to access without problems when at home.
- User guides and acceptable use policies have been shared with children and parents in order to establish expectations when using TEAMS.

<https://bit.ly/30MNI9X> (Full guidance and joining instructions for Microsoft Teams)

Seesaw

Seesaw will be used for the children to share the work they have completed with the teacher. This may be worksheets, photos, videos.

- Seesaw works on all platforms (desktop, laptop, tablet and mobile phone)
- Children use Seesaw in school to upload work and it is also used for homework whilst in school meaning children and parents are used to using the system.
- Go to <https://app.seesaw.me> on a computer. Or install the Seesaw Class App on an iOS or Android device.
- Choose "I'm a Student".
- Scan the code using Seesaw's built-in QR code scanner. Or type in the letters provided to access the Seesaw account.



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:

Survey sent out by school and completed by parents in order to establish technology available at home for children.

Below is an analysis of the information submitted.

	No access	Mobile Phone only	Desktop computer/Laptop/iPad or tablet
N	1 (2 children only have access to print off activities, therefore require paper or need computing support)	0	20
R	1	1	20
Y1	2	1	21
Y2	1	1	24
Y3	2	2	21
Y4	3	0	22
Y5	0	3	25
Y6	0	2	29

All parents have access to internet/Broadband.

School have managed to secure 10 laptops via the DFE scheme (applied for in April 2020 and September 2020) and 12 Dell Laptops via donation. This provides a total of 22 devices which can be loaned to children to help them access online learning whilst at home. These devices will only be used when there are whole classes isolating or individuals isolating for 14 days.

Although we currently do not have any children who cannot access the internet at home, should this become a problem for parents at any time, the class teacher will provide printed work packs. These will be sent out to parents in the post or arrangements will be made for them to be collected. In special circumstances of self-isolation packs may be dropped off by school.

How will my child be taught remotely?

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



Live teaching (online lessons) for core curriculum subjects

Recorded teaching (produced by teachers in school or via other providers Oak National Academy Lessons, BBC Bitesize)

Textbooks and reading books pupils have at home

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences: For example

- Timetables Rockstars <https://trockstars.com/>
- Spelling Shed <https://www.spellingshed.com/en-gb/>
- Spag.com <https://www.homelearningschool.co.uk/spelling-grammar/spag-com/>
- Lexia <https://www.lexiacore5.com/> (passwords have been sent to parents)
- PhonicsPlay <https://www.phonicsplay.co.uk/>
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

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 pupils to

- Access all remote learning that their teachers set
- Complete all remote learning in accordance with their teacher's expectations
- If my account is not working, for example, I have a problem accessing TEAMS or Seesaw or I get locked out and no solution can be found, I will contact the school administration office: admin@thelinksprimary.org.uk or call 01642 785950. The office will liaise with class teachers to rectify the problem.
- To only use the chat function within Teams to discuss remote learning, pupils are not use the chat function to undertake private chats with other pupils in the class
- Follow the school rules of "Ready, Respectful, Safe" when communicating through chat or email.

We expect parents to

- Ensure their child accesses all remote learning
- Ensure their child uses ICT equipment at home appropriately
- Ensure their child follows the school rules of "Ready, Respectful, Safe" when communicating through chat or email.
- Ensure all electronic communication with staff is school related following the rules of "Ready, Respectful, safe"
- Ensure all work completed by their child is returned in a timely fashion – as directed by the class teacher



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

- The class teacher will record completion of work on a daily basis
- Teachers will contact parents via telephone/email to discuss any concerns over engagement. Additional support will be offered to parents at this point in time to ensure they are able to get the children engaged in daily learning. and contact parents if the work is not completed

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 will be provided for any work uploaded work on Seesaw by the teacher (this might be to acknowledge the completion of work; ask the children to review their work or set the children extension or consolidation activities if needed).
- TEAMS sessions will also be used to provide whole class feedback as well as facilitate whole class quiz time to assess knowledge.

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:



Within school, children identified as having additional learning needs have access to learning opportunities that are adapted to meet their individual needs. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and environment
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Following recommendations about a child's placement in the classroom
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

To ensure an appropriate level of support continues when children are accessing remote learning, staff will ensure that:

- Children receive work differentiated appropriate to their ability level daily. 'Seesaw' allows for work to be sent to individual children.
- Interventions will continue; however, these may be adapted to suit virtual learning. If an intervention cannot be replicated, staff will aim to send home alternative resources to support the need.
- Teaching Assistants will use TEAMS to continue to work with small groups of children on differentiated work or continue to work with children on a 1 to 1 basis to ensure targets continue to be met.
- Class teachers can provide direct support for children through the communication tool on 'Seesaw'. This is on a 1:1 basis. This allows for clarification of understanding of a task, scaffolding and general support.
- Logins for online learning platforms will be sent home for programmes that children usually access in school. These may include: Lexia, PhonicsPlay and TimesTable Rockstars
- SENCo will communicate with children and parents on a weekly basis via telephone and email.

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?



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