# All Saints' 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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

**What is remote education?**

There are different definitions out there, but these are the ones we will use here:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

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?

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| **EYS/KS1 -** Children can expect their full remote learning experience (as detailed below) to take effect immediately. However, since the first day's lessons will be pre-prepared by the teacher, they may not necessarily be in sequence. Sequential learning will resume the following day. | **KS2 –** Children can expect their full remote learning experience (as detailed below) to take effect immediately. However, since the first day's lessons will be pre-prepared by the teacher, they may not necessarily be in sequence. Sequential learning will resume the following day. |

## 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?

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| **EYS/KS1 -** Children access a planned curriculum with the priority being reading, writing and mathematics. There is also a major focus on phonics within EYFS and year 1. We teach a similar curriculum remotely as we | **KS2 –** Children access a planned and well-sequenced curriculum with meaningful and ambitious work each day, to ensure that pupils obtain the building blocks they need to move on to the next step. We teach a similar curriculum remotely as we would school |

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| would in school wherever possible but some adaptations do need to be made in some areas.<br><br>In year 2, we also prioritise spelling and offer additional teaching and testing within the live call on Fridays. Children are also provided with foundation subject lessons including music, Spanish, History/Geography and PSHCE. Lessons shared via Tapestry are the same as those that would have been taught in school. | wherever possible and appropriate, with some adaptations in some subjects. Reading, Writing and Maths is taught as a priority in every year group, with opportunities for Science and Foundation Subjects built in throughout the week. Reading and Maths follow the curriculum overviews and content will not differ from what would have been provided in the classroom. Writing is adapted to more of a skills based approach. |

# Remote teaching and study time each day

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

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| **EYS/KS1 -** As per the Department for Education guidelines, we expect that the work set for KS1 children will take at least 3 hours per day. For year 2 children, we provide additional learning materials for foundation subjects in order to ensure breadth of curriculum and variety of learning on offer. | **KS2 –** As per the Department for Education guidelines, we expect that the work set for KS2 children will take at least 4 hours per day. |

# Accessing remote education

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

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| **EYS/KS1 -** Children will be able to access the videos and tasks via Tapestry each day. They will then complete the tasks and submit their assignments via photos and videos on Tapestry.  Tapestry also gives parents the opportunity to communicate with teachers for further guidance on the planned learning activities. Learning is also supplemented by age specific Apps; a list of which can be found on our school website. | **KS2 –** Children will be able to access the videos and tasks for the day on our school website. They will then use Microsoft TEAMs to complete relevant assignments. TEAMs also gives children important social interaction and support as they can discuss their learning with teachers, teaching assistants and their peers via posts. Learning is also supplemented by age specific Apps; a list of which can be found on our school website or in Appendix 1 |

## If my child does not have digital or online access at home, how will you support them to access remote education?

| EYS/KS1 - Children will be provided with home learning packs that can be picked up and dropped off weekly, providing feedback. We are lending Ipads for some families who have no devices at home. The school will contact all parents by text and ask them if they require any devices such as Ipads or laptops. We are also able to support families with internet access. | KS2 – We are lending families who are in need of a device, one from either the DfE supplies or our own school equipment bank. In the case of distributing hardware, we have had to prioritise areas of need. On request, we are able to produce printed resources for families, along with mark schemes to provide instant feedback.<br>We are also able to support families with internet access. |
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## How will my child be taught remotely?

| EYS/KS1 - We use a combination of approaches to teach pupils remotely. Children are provided a mixture of pre-recorded videos and Tapestry videos daily and there is a synchronous lesson taught daily too. In addition, we are supporting families with hard copies of work and resources to support learning e.g. number lines/word banks | KS2 – We use a combination of approaches to teach pupils remotely. Year 3 and 4 have a forty-five-minute synchronous session each day, where the children and teacher are interacting with each other in real time. Year 5 and 6 have a forty-five-minute synchronous session each day. They also have at least two (usually three) asynchronous sessions every day. We are very proud of the fact that all lessons are taught and marked by All Saints' class teachers, not external agencies. We are also able to produce supporting printed packs of work weekly on request. |
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# 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?

| EYS/KS1 – In KS1 we expect all children to engage with remote learning unless they are unwell, in which case parents should inform the school office.<br><br>In Year 2, children should watch all of the videos and attempt all of the activities set by teachers, but the timetable suggested by the teachers need not be adhered to. Parents should also support their children in setting up routines, accessing equipment and by providing a space to study. We are understanding that children (for a variety of reasons) may not be able to complete all of the work every day. In such cases, parents should contact their child's class teacher (through Tapestry) to agree on learning priorities. | KS2 – We expect all of our children to engage with remote learning unless they are unwell, in which case parents should inform the school office. Children should watch all of the videos and attempt all of the assignments set by teachers, but the timetable suggested by the teachers need not be adhered to. Parents should also support their children in setting up routines, accessing equipment and by providing a space to study. We are understanding that children (for a variety of reasons) may not be able to complete all of the work every day. In such cases, parents should contact their child's class teacher (through the school office) to agree on learning priorities. |
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## How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

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| **EYS/KS1 –** Teachers will monitor the work submitted through Tapestry and keep a daily record of children who have completed the tasks. In the live call, participants' lists will be downloaded and used to monitor engagement in this session. These two documents will then be used to identify children who are not engaging with remote learning. Senior leaders will be provided with a weekly engagement summary and at this point, the parents of non-engaging children will be contacted by text message to inform them of this. If engagement remains an issue the following week, parents will be contacted by teaching assistants via telephone to ascertain why children are not engaging and feedback to teachers. Teachers can then action (with the agreement of Phase Leaders) a support strategy. If disengagement continues, Senior Leaders will review whether the child is vulnerable and needs to be in school for their learning to continue. See Appendix 2. | **KS2 –** Teachers are able to see on a daily basis which children have completed assignments and engaged with synchronous and asynchronous lessons. Senior leaders will be provided with a weekly engagement summary and at this point, the parents of non-engaging children will be contacted by text message to inform them of this. If engagement remains an issue the following week, parents will be contacted by teaching assistants via telephone to ascertain why children are not engaging and feedback to teachers. Teachers can then action (with the agreement of Phase Leaders) a support strategy. If disengagement continues, Senior Leaders will review whether the child is vulnerable and needs to be in school for their learning to continue. See Appendix 2. |

## How will you assess my child's work and progress?

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| **EYS/KS1 –** Teachers will assess the children's work through Tapestry comments – they will acknowledge all posts and write three personalised feedback comments to individuals per week. | **KS2 –** The feedback that your child receives will take many forms. Most Reading and Maths assignments will provide your child with an immediate score as it is marked automatically via our digital platform TEAMs. Other assignments will be marked and given a score manually. Teachers will also give a personalised written comment on at least one core assignment each day. Teachers are also able to give whole class verbal feedback during live sessions, or as part of the next day's video. |

## 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?

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| **EYS/KS1 -** We recognise that some pupils, for example 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. Children with EHCPs have had a remote learning experience tailored entirely to their needs, following careful | **KS2 –** We recognise that some pupils, for example 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. Children with EHCPs have had a remote learning experience tailored entirely to their needs, following careful |

| consideration from teachers, teaching assistants, parents and our SENDCo. The provision provided aims to mirror the child's in-school learning experience as far as possible.<br><br>SENDCO to use engagement data from analysis of Tapestry to monitor SEND children's home learning. If children are not sufficiently engaging, parents will be contacted to discuss how the school can further support the family. If the family continue to find engagement challenging, further support will be offered. For example, synchronous lessons may be used instead of pre-recorded video materials and/or printed activities and practical resources may be offered. Calls or TEAMS meetings can be arranged to support parents should they be needed. | consideration from teachers, teaching assistants, parents and our SENDCo. The provision provided aims to mirror the child's in-school learning experience as far as possible.<br><br>SENDCO to use engagement data from TEAMS to monitor SEND children's home learning. If children are not fully engaging, parents will be contacted to discuss the reasons and address any issues which may arise. If engagement does not improve, adjustments to the method of delivery of learning will be made. For example, synchronous lessons may be used instead of pre-recorded video materials. Live Q&A sessions can be arranged for both the parents and the children if necessary to clarify any learning points or concerns. |
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# 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?**

| **EYS/KS1 -** Children will use TEAMs to remotely dial into all of the lessons being delivered in the school building. Teachers will use microphones and screen casting to ensure that this is a quality experience. Their class work will be closely mimicked on Tapestry so that they are completing the same work as their peers. This will be marked online by the teacher. Self-isolating children will receive a daily check-in telephone call (usually by a teaching assistant) to discuss their remote learning. As above, hardware or paper copies can be provided on request. | **KS2 –** Children will use TEAMs to remotely dial into all of the lessons being delivered in the school building. Teachers will use microphones and screen casting to ensure that this is a quality experience. Their class work will be closely mimicked on TEAMs assignments so that they are completing the same work as their peers. This will be marked online by the teacher. Self-isolating children will receive a daily check-in telephone call daily (usually by a teaching assistant) to discuss their remote learning. As above, hardware or paper copies can be provided on request. |
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# Appendix 1

**Apps where children have been set up with individual logins to supplement their learning.**

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| **PurpleMash** | | EYFS – Year 6 | **Purple Mash** is a cloud-based platform for primary-aged children. It contains a wide range of age-appropriate, creative software tools for writing, drawing, coding, animating, blogging and much more |
| **SerialMash** | | EYFS – Year 6 | **Serial Mash** is an online library of fiction books for children. Its purpose is to inspire children to read for pleasure. New books are added at the beginning of each half-term and released in a **serial** format to keep readers on the edge of their seats. |
| **DoodleMaths** | | Year 1 &Year 2 | **DoodleMaths** mimics the actions of a good tutor. Its in-built intelligence identifies the strengths and weaknesses unique to each child and constructs a work programme specific to their needs |
| **EdShed** | | Year 3 – Year 6 | **EdShed** is the home of The Literacy Shed, Literacy Shed Plus, Spelling Shed and MathShed. |
| **Times Table Rockstars** | | Year 3 – Year 5 | **Times Tables Rock Stars** is a carefully sequenced programme of daily **times tables** practice with a **rock star theme**. Each week concentrates on a different **times table**, with a recommended consolidation week for rehearsing the **tables** that have recently been practiced every third week or so. |
| **Mathletics** | | Year 5 &Year 6 | **Mathletics** is an interactive web-based mathematics intervention for primary school pupils. The aim is for pupils to achieve mastery of each mathematical concept before they move on. Teachers can view real-time data including pupil percentage scores, and can export this data if desired. |
| **ReadTheory** | | Year 6 | **ReadTheory** is a K-12 online reading comprehension program that assesses reading ability and builds reading comprehension by providing texts for students to read at a "just right" level. Over 1,000 informational and narrative passages are leveled by grade and Lexile level. |
| **Spag.com** | | Year 6 | **SPaG**.com offers grammar and punctuation tests for the children to complete online. Teachers can view instant gap analysis of the results and quickly identify gaps in the children's knowledge. |

# Appendix 2

*Remote Learning Engagement Review Process – to be completed every 2 weeks.*

**Step 1**

**Send a text message to the parents of children who have not engaged in remote learning at all.**
Assistant head teachers to send a list of names to the school office.

**Step 2**

**Where children have still not engaged in the following 24 hours…**
Assistant head teachers to coordinate a list of phone calls that need to be made and disseminate this task amongst teaching assistants. Teaching assistants to make notes so that issues can be addressed.

**Step 3**

**Where children have still not engaged in the following 48 hours…**
Assistant head teachers to coordinate a list of phone calls that need to be made and conduct these themselves, putting into action an engagement strategy for each family.

**Step 4**

**Where children have still not engaged in the following 24 hours t…**
Head teacher or deputy head teacher will contact the  family and organize a meeting via TEAMs/conference call to discuss the situation and offer additional support and guidance.