

Remote Education Provision Information for parents

Kingsway Primary School



This information is intended to provide clarity and transparency to pupils and parents/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

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

The first 48 hours of remote learning will provide a review of learning from previous weeks and will be accessed via either Class Dojo or the school website. Using this approach allows school staff to prepare for a longer period of remote learning. Where children cannot access work online, we will provide learning packs.

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 core curriculum remotely as we do in school wherever possible and appropriate. This will include: writing, reading (daily phonics in FS and KS1), Maths, foundation subjects as well as suggestions of physical and PSHCE activities.

The content delivered and task outcome will be the same but the way we present and record may differ depending on the best means of delivery for each child's individual circumstances.

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 teaching inputs and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils Key Stage 1	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Primary school-aged pupils Key Stage 2	Key Stage 2: 4 hours a day

Lockdown	EYFS	KS1	KS2
Agreed school tools	Tapestry Class Dojo	Tapestry Class Dojo	Class Dojo
All children have access to Rising Stars Reading Task activities. Log ins reissued			
A class or year group bubble 30/60 pupils	Phonics session video Maths session video Daily theme related task Uploaded story	Phonics session video Maths lesson with PPT English lesson with PPT (input videos as required) Foundation subject tasks and input as required Additional fluency tasks as required Uploaded story	Daily Maths and English tasks with a teacher video as required One foundation subject activity per day following the year group curriculum plans Daily Reading and TTR session timetabled Uploaded story

Accessing remote education

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

- Class Dojo is the school's agreed platform to support Remote Learning and communication with pupils and parents.
- Other communication tools including Microsoft Teams, Tapestry and ParentApp Connect messages can be used to support communication with parents.
- Since Class Dojo is available on any digital device, all children's remote work [Years 2-6] is typically assigned through this platform.
- Tapestry may also be used to assign tasks to children.

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

We know that some pupils may not have suitable online access at home without support from school. We want to do all we can to enable children to learn as effectively as they can whether at home or school. To support children's access from home, we take the following approaches:

- we contact parents directly, either by email, Class Dojo or by phone and ask about the devices and access they have at home to find out what they would require to help their child learn in the most effective way
- we lend laptops (Chromebooks) to those families who do not have sufficient devices and where this is the most effective way of supporting their child's learning
- where necessary, we also support online access by lending routers and also guiding parents to free upgrades to internet services

- where we agree together that the most effective method of support is through work packs or text books these are provided
- printed packs are available for collection at the end of each full week; these will be collected from outside the school office under the covered area at 11am on a Friday
- submitting printed work will happen via the same method – as new work is collected, parents leave the previous week's work in the provided envelope where it will be quarantined for 72 hours then the teachers will review the work submitted
- we do not assume that children have the basic resources necessary to engage fully in their learning. We ask who may require basic stationery such as paper, pens, pencils etc. and provide these where needed

How will my child be taught remotely?

We use a range of approaches to support the best outcomes for children's remote learning and work with parents throughout their time away from school to enable each child to achieve their best outcomes. Individualised approaches are identified, shared and used for children with specific needs. For example: children with EHCPs or my plans will receive targeted support against those targets by the teaching team of teacher and teaching partners at Kingsway. The Senior Leadership Team monitors lesson content, delivery and engagement for all pupils with an aim of increasing the effectiveness of learning. We use information gained from the first lockdown to target learning that can be implemented well remotely with a particular focus on those not already at age related expectations and those in receipt of additional funding such as the pupil premium. Higher achieving pupils are also provided with additional work and with greater depth and challenge. We ask parents for feedback frequently and respond quickly to their comments on our surveys. We also have planned points to gather pupil's comments about their experience so we can make sure their learning remains engaging and the best we can provide.

To achieve this, we provide:

- Each day starts with a daily recorded welcome video for the remote learning class from the teacher outlining the day's activities. This may also raise key learning issues from the day before and celebrate specific learning achievements and developments.
- A suggested timetable is produced. Our feedback shows that parents like to have the flexibility of pre-recorded lessons that allow the children to access their learning at times when parental engagement is more possible (and works around parents' working lives at home as well as the demands of other children)
- Each lesson is designed to maximise the child's learning and to support parental engagement. We know that each lesson must be easy to understand, provide quality learning and support good outcomes. We make use of high-quality resources such as the Oak Academy or BBC Bitesize to do this. However, most often, teachers use recording software to provide a specific teaching video for each lesson which will follow a similar structure to ensure children are able to learn well. The videos help children to understand the key concept; check their understanding and revisit content with questions that require them to pause the video and recheck if necessary; modelled examples from the teacher and then a specific task related to the learning to demonstrate understanding to the teacher.

- The timetable provided to children varies according to age and can be seen in the table above.
- throughout the week, children will experience a broad curriculum that is the same as those in school.
- we know that parents like to receive worksheets the day before to allow them to print and prepare for the following day's learning – this is part of our daily practice.
- printed packs are provided for pupils unable to access learning online
- the class story is read to the class for 20 minutes every day and uploaded by our school story teller. Each class has been able to maintain their class reader (or a range of story books Y1 and R) and maintain the excitement of access to excellent daily texts.

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 know that learning at home requires children to show greater independence in the older years and for parents to spend time engaging with their child's learning too. We have listened to feedback from surveys and have responded by making learning as accessible as we can to all children at each stage and age of development.

Support:

- we ask that parents watch the short teaching videos created by their teacher with their children so they know what their child has to do and so parents are aware of the approach expected
- we ask that parents try to provide a suitable space for the child to work that limits avoidable distractions
- we ask that parents make time to join our live learning offer at the times we can provide for the 3 key aspects: 1-1; group; whole class celebration
- we ask that parents keep us informed of their child's motivation, learning needs and successes through Dojo, email or phone.

Engagement:

To show us how their child is progressing and let us know how they are engaging, we ask parents to:

- upload a minimum of 3 pieces of work each day via dojo (or complete these in their paper packs for return to school the following week)
- share other elements of their child's wider learning with us so we can celebrate their achievements
- keep us informed of the challenges they have faced with any element of learning in the day so we can adapt our teaching and approaches or make contact directly with those children
- give us the feedback to help us improve their child's learning
- be aware that work is marked only once in the main and if an action is given to the child to improve their work this may not have further detailed follow up at this point

- encourage their child to be open to challenge when receiving feedback on line. We know that having feedback in this way is harder than in class and a growth mindset is very important. We ask parents to help their child reflect on their learning and to embrace feedback especially when this is challenging – it is the best way to grow!

We also expect children to take an active role in their learning as soon as they are able. We know that developing independence is a strong method for supporting their development. We also ask children to:

- complete their work on time to the best of their ability
- when feedback is provided, we expect children to act on this guidance and improve their work further.
- in years 5 and 6: to message their teacher if they are finding work hard and ask for help and ask their parents to do this for them if they are in year 4 and below
- give us feedback about what they have enjoyed doing and what they have found less engaging

Engagement necessities:

When children are learning remotely, communication is really important for us to know how things are at home. We need parents to:

- make the school aware if their child is sick or can't complete work on that day for some reason
- ask for help from the school if they need it: we care and want to help in every way we can
- be respectful when making any concerns known to staff.
- know that we are passionately committed to supporting every child and family but that we also need some time to prepare and rest! We ask that parents are respectful of staff working hours and give a reasonable timeframe for response to any learning questions.
- use the correct methods of communication when contacting staff.

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

Our school team rotates between two groups: a school-based team and a remote learning team. The remote learning team monitors work, answers questions and provides guidance and feedback throughout the day to children online.

We monitor every child's response to every piece of work and document this on our Blended Learning Log. The log enables us to adapt teaching to support the learning of individuals, groups or whole classes and feeds into our planning and delivery. Teaching teams also provide feedback with quick stamps or acknowledgement when the work has been completed, the objective achieved and to the required standard.

If your child has gaps in our learning log, we will discuss this with you either via phone, Dojo or email. By doing so, we seek to understand any barriers that may exist and help to find the solution that enables your child to learn in the best way possible.

Some pieces, particularly those in English and maths, are marked in greater depth (through Dojo) and teachers will provide guidance for improvement or development. We may also provide children with micro-videos to demonstrate specifically how to improve.

In addition, we celebrate achievement weekly through our live, online class meeting and Mr Pajak's celebration assembly which captures photos and names children who have achieved their exceptional best.

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

Each lesson has a very clear learning objective, and in some cases, success criteria. In each lesson, we assess against the objective and make changes to our planning or provide support as required to maximise the progress made by each child. Our ambitious curriculum is still being followed and this is built upon developing successful learning that is embedded so children know and can do more.

When marking and feeding back to children, we follow our Remote Learning Feedback policy which draws from best practice guidance and is designed to assess the quality of each child's work.

At KPS, we are committed to providing feedback that achieves three aims:

- 1) Improving the outcomes of work achieved and ensure that learning is embedded
- 2) Ensure that learning is embedded through mini-assessments
- 3) Validating the effort and commitment made to completing work independently in order to keep children motivated

To do this, marking and feedback will take a number of forms: whole-class feedback; written individual feedback, mini videos; reward and validation stamps. Further guidance on how your child's feedback will be given can be found in the policy on the website. However, we work towards the three aims above and senior leaders of the school monitor how well these are achieved.

Teachers will guarantee one piece of written feedback per day for work submitted online. Pupils may receive a like acknowledgement on Class Dojo.

Teachers will continue to assess outcomes of work provided and assess children's progress using already established school systems. Next steps will be planned based on the pupils' outcomes.

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:

- Teachers will work to ensure all pupils are able to access the work set or provide work more appropriate to the child's SEND targets. Individual timetables will be provided when required to support pupils and parents in planning their day e.g. including sensory time, movement breaks etc.
- Younger pupils will be provided with tasks that take a similar approach to their usual school day: learning through play activities and using practical resources (these will be things usually found around the home)

- Pupils with EHCPs will be encouraged to attend school and if unable to, will be supported by both their teacher and 1:1 Teaching Partner to access work from home.
- The SENCo monitors remote learning and engagement for pupils with SEND with an aim of increasing the effectiveness of learning and to further support school staff and parents where required.

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?

- For the first 2 days, a bank of work will be accessible from the school website. This will consist of activities that revisit and reinforce prior learning.
- After 48 hours of absence/isolating, current class learning will be supplied via Class Dojo. This could also include teaching/input videos to support content.
- Paper based material will be available for children with no access to digital devices at home
- In support of physical well-being, teachers will provide a list of suggested tasks to keep active.
- Teachers will provide a suggested timetable to support the structure of the day at home.
- We will provide ways of engaging children with their class through Office Teams and other platforms.
- When a single child is isolating in a class, the teaching partner will contact the pupil to confirm instructions for the day and answer any questions through a phone call.