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| C:\Users\LizzieLethbridge\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FBE5A438.tmpRemote Learning Information for parents |

**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.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

**The remote curriculum is what is taught to children 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.

* **Remote Learning at Diptford C of E Primary School will begin on Microsoft Teams on day one and two of any lockdown or period of isolation. (see details in the next section).**
* **EYFS pupils will continue to access learning opportunities on Tapestry as is the norm for this age group.**

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. Any areas in our long-term rolling programmes that cannot be covered will be re-planned into our curriculum during the next year.**

**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: **children will be set a number of short activities each day related to the Framework for early Years Foundation stage. These will be play based and in keeping with our EYFS approach at school. The time of sessions can vary depending on the activity ranging from 10-20minutes.**

Key stage one (Years 1 & 2): **3 hours per day**

Key stage two (Years 3-6): **3 hours per day**

**Accessing remote education**

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

* **All pupils have a log in for Microsoft Teams. They will be set Assignments that can be viewed on Microsoft Teams. All assignments will need the internet to view but can be completed either ‘online’ (on a computer or device) or ‘offline’ (on pen and paper).**
* **EYFS parents will use Tapestry to access remote learning.** **We will use Teams for children to have face to face contact catch up chats with teachers and to participate in weekly live small group activities to ensure social interaction with their peers**

**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:

* **We can loan laptops or chrome books to pupils if technology at home is prohibitive. Please email the school for more information.**
* **We can apply for support for families with no/poor internet connections at home. Please email the school for more information.**
* **Parents can collect exercise books, pens and pencils and reading books from school at any time. Please email the school to request a reading pack. Complete paper learning packs are available for all children. Please email school to request your pack.**
* **Pupils should submit work on Microsoft Teams. However, if pupils have difficulties with this, please speak to your child’s class teacher to arrange how to submit work.**
* **If all avenues of support have been exhausted, your child may be offered a school place under the ‘vulnerable’ category. This decision will be made by the Executive Academy Head**
* **School email for all requests:** adminlandscove@thelink.academy

**How will my child be taught remotely?**

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

* **EYFS learning will be set on Tapestry.**
* **Children in Years 1-6 will have their work set via Microsoft Teams. This will consist of three subjects – English (which could include writing, reading, phonics, spelling, vocabulary and grammar), Maths and Topic (non-core subjects). Pupils will be set assignments via Teams in the subject areas. PE will also be recorded each week as a lesson for children to join as well as daily ½ hr PE sessions offered live by our PE Team. These sessions can be accessed by the PE facebook page.**

**The delivery of these lessons includes:**

* **Scheduled class assemblies and Mrs Ryder’s well-being challenges**
* **Y1-6 Live lessons – a minimum of 4 per week (on one day each week staff will be covering classes in school)**
* **EYFS children will receive 2 to 3 recorded lessons per day via Tapestry.**
* **Pre-recorded teaching by teachers or others (e.g. White Rose Maths, Oak academy) - daily**
* **Activities that can be done online or printed if desired.**
* **Reading books available online or packs can be made if requested.**
* **Story time sessions EYFS & KS1**
* **Foundation subjects: lessons are available as recorded lessons for all on TEAMS, EYFS lessons will be available on Tapestry as recorded lessons or activities to support the EYFS framework through topic work**
* **Daily PE sessions led by the Link Academy Trust PE Team.**
* **Teachers & teaching assistants will carry out guided reading, conference catch up meetings both in groups or individually as appropriate.**
* **Intervention groups will continue to run via TEAMS and will also be available and running 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?**

* **We expect all pupils to engage in all lessons set unless issues preventing families have been discussed and agreed with the child’s class teacher or the Executive Academy Head.**
* **We expect parents to support pupils with logging on to devices and accessing work.**
* **We expect parents to support pupils with remote learning where they can but recognise that many parents are also working and so we know individual support may not be possible at all times.**
* **Teachers and teaching assistants will call pupils who are not engaging with the aim to support them in accessing the work we set.**
* **For families that are finding remote learning challenging, we recommend attending to phonics and maths as a priority in EYFS and KS1 and writing and maths as a priority in KS2.**

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

* **We will check and log pupil engagement each day by looking to see if they have viewed assignments, attended live lessons or handed in their assignments on Microsoft Teams. We will monitor Tapestry for uploads of photos of completed activities.**
* **If pupils cannot access Teams but are completing the work on paper, ways to check engagement will be agreed by the child’s class teacher or Executive Academy Head. (EG uploading photos to the child’s Teams page, emailing photos to teachers or keeping a workbook/folder which can be handed in as agreed with class teachers.**
* **If there are concerns around children’s engagement, children and parents will be called on Teams, via the phone or email & offered support by class teachers or the Head to reduce barriers to learning.**
* **If there is no further engagement, this will begin a protocol around safeguarding, regarding preventing children from accessing learning.**

**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:

* **Pupils will receive feedback via the assignments on Teams. Sometimes assignments will be returned to draw a pupil’s attention to the feedback.**
* **Pupils will also be messaged on Teams and video called to support them, if required.**
* **Pupils should receive feedback once every day as a minimum.** **EYFS teachers will feedback via Tapestry.**

**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 of children with SEND will be contacted to arrange how their child can be supported at school or home.**
* **Children with an EHCP will be invited to attended school every day with support from their TA will be made available in school.**
* **Parents and children who are finding remote learning challenging for any reason should contact their child’s class teacher in the first instance, followed by the Head.**
* **Intervention programmes will continue to run in school and children will be invited to attend these sessions.**
* **Intervention support will be made available via TEAMS for those children who require additional support.**
* **The link Academy Trust’s Inclusion Hub provides 1:1 mentoring sessions for those children who have a need for such support at this time.**
* **TAF meetings will continue to run remotely during lock down to provide multiagency support and focused targets for children and families.**
* **Parents may self-refer to the Link Academy Trust’s Inclusion Hub for support with behaviour, well-being, mental health, parenting etc. Please click on the following link for information:**

[**Welcome to Inclusion and Improvement Hub (The Link)**](http://www.inclusionhub.thelink.academy/web)

**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?**

* **The approach for remote education in this circumstance will be as previously mentioned above.**

**If you require any further information or support please contact Diptford Primary School. We are here to help and support you and your children to gain the best outcomes possible.**