Remote Education Provision: Information For Parents

This information is intended to provide clarity and transparency to parents, carers and pupils about what to expect from remote education where national or local restrictions require cohorts, groups or individuals 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 all necessary actions are taken 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?

In the first instance, pupils might receive a pack, which consists of some English and Maths work that would have been taught in the next few days.

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?

The same curriculum is taught remotely as when in school, wherever possible, practicable and appropriate through video recordings of lesson content. However, school may need to make some adaptations in some subjects. For example, in PE, where children are provided with online videos recorded by our Sports coaches. This allows children to be able to keep active and follow objectives they would be following if in school.

Remote teaching and study time each day

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

Expect that time spent on remote education (including remote teaching and independent work) is broadly the following number of hours each day:

Key Stage 1:

3 hours a day on average across the cohort for key stage 1, with less for younger children, including English and Maths. Alternating foundation subjects as per school timetable. The expectation is that children are reading every day.

Key Stage 2:

4 hours a day, including English and Maths. Alternating foundation subjects as per school timetable. The expectation is that children are reading every day.

Accessing remote education

How will my child access any online remote education?

Alexandra Primary School uses Google Classroom and a range of online resources to deliver our offer. For some children including some SEND, EAL, Vulnerable children or others paper-based activities will be provided. School will provide online education using the most appropriate method for the individual child.

It is recognised that very young children are likely to have particular needs, which cannot easily be met in some of the ways described above. For such children the priority is progress in early reading. Ensuring continued access to appropriate decodable reading books and resources for early readers is our priority through the use of Storytime magazine, access to Big Cat on line and by making available a range of reading books direct from school.

Children in the early stages of their formal education are likely to have particular needs, which cannot easily be addressed in the same way as those of others. School helps parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content. Other content for these children include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

APS Online Packages are used by staff to support our planned curriculum. Instructions for usage are set out in the learning pages on the school website: www.alexandra.hounslow.sch.uk.

One such package is Google Classroom; where members of staff record daily videos with the main teaching concepts, which allows children to be able to re-visit where necessary.

Other online platforms for KS1 and KS2 where work is set to supplement activities provided by the class teacher on Google Classroom include: Doodle Maths, English and Spelling, Reading Plus (Y4-6), Bug Club, Third Space Learning (Y6), Pobble, Mathletics, My Maths, Times Table Rockstars, Language Angels, PiXL, Espresso and Classroom Secrets.

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

School recognises that some pupils may not have suitable online access at home.   The following approaches are used to support pupils to access remote education:

- Laptops are provided for pupils who do not have a device at home. A survey has been taken with all classes to provide feedback regarding devices in homes. Parents can request a laptop by speaking to a member of staff if they do not have a device in their household or, if there are many members of the family having to access one device. Parents can communicate any difficulties via emailing the year group email address for any enquiries, e.g. year1@alexandra.hounslow.sch.uk.

- Laptops are issued by arranging a time for collection. School can also provide an internet connection (for example, routers or dongles), if families require it.

- Parents and carers can organise a time to collect any printed materials needed if they do not have online access so pupils can still receive access to their age appropriate curriculum.

- Pupils submit work to their teachers if they do not have online access through parents arranging a mutually convenient time to drop off work that has been completed and replenish paper copies if necessary for further activities.

How will my child be taught remotely?

School uses a combination of the following approaches to teach pupils remotely:

- recorded teaching (video / audio recordings made by teachers). This allows the child to return to the video as many times as is required. Each day, a teacher in the year group will record a video for the year group and post this on Google Classroom.

- printed paper packs produced by teachers (e.g. worksheets) where necessary if online access is unavailable.

- textbooks and reading books pupils have at home. If requested, school reading books can be swapped by placing them in a box outside the main office and a new book can be given.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities.

Engagement and feedback

What are the expectations for child engagement and the support that parents and carers should provide at home?

Staff can expect children to:

- Be contactable during the hours of the school day 9am – 3.15pm – although they may not always be in front of a device the entire time

- Seek help if they need it, from teachers or teaching assistants Alert teachers if they do not understand or are unable to complete the work set. Teachers will respond using Mote on Google Classroom in comments or through audio.

- Conduct themselves when using google classroom and behave in the manner expected when in the classroom, either live or not, abiding by class charters and teacher expectations as set out in the Behaviour Policy. School expects pupils to be engaged in the activities provided and attempt tasks set. This shows that they are able to access the work provided. If they are not accessing the work, then school will become concerned as this means that they are either unwell or unable to understand the work set.

Staff can expect parents to:

- Seek help from the school if they need it – staff should refer parents to the 'Learning' section on our website and the 'News' page for the Google Classroom information and other useful links for learning. School expects children to complete the work set independently where possible. Parents should check that their child has completed the work set per day. If the child is younger and not able to complete independently, then please reinforce instructions given by the teachers as guidance to support your child with their online learning. School appreciates that parents may be working from home so please seek support from us where needed. School also understands there may be issues with families having enough devices and connectivity issues. These should be discussed with school.

- Encourage children to watch the videos and guidance provided by the staff as this should enable support for parents and children alike. Recorded videos on our website also assist with the expectations of learning, e.g. Phonics.

- If pupils are unwell, school expects parents to inform the school as they usually would if their child is absent from school.

How will school check whether children are engaging with their work and how will parents be informed if there are concerns?

- Pupils' engagement with remote education will be checked daily by staff.

- Where engagement is a concern, parents will be informed with a phone call from the class teacher or a Senior Leader. School will then work through a solution if engagement is difficult, for example provision of paper copies of work or issues with a device.

How will school assess children'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:

Immediate feedback is given during this time through:

- Google classroom comments

- interactive touch-screen questioning via online platforms

- Mote – Google Classroom extension, which can be written or audio

- Children send any completed work to teachers via Google Classroom

- Teachers mark and return work to pupils via the comments feature or make verbal comments through Mote

- Teachers mark work as appropriate and provide at least weekly feedback.

Additional support for pupils with particular needs

How will school help children who need additional support from adults at home to access remote education?

School recognises 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. School acknowledges the difficulties this may place on families, and will work with parents and carers to support those pupils in the following ways:

- SEND children at APS have a wide range of specific needs, which their Class Teacher knows how to support best. As such, the Class Teacher is in the most advantageous position to ensure their needs are most effectively met and to they ensure they continue to make progress when not attending school

- Children with SEND will more likely need individualised planning and use of appropriate level software to support them with their next steps in learning. Teachers work collaboratively with families to ensure that reasonable adjustments are made and so that pupils with SEND can successfully access remote education alongside their peers

- Class Teachers and SENDCO liaise with families regularly to establish an approach that best meets the child's needs. Physical resources are considered and distributed as required

- Where a pupil has provision specified within their EHC plan, such as speech and language provision, APS work alongside providers to do our upmost to facilitate access to this. For example, live sessions from Speech and Language specialists if this is the provision they receive in school.

- It is recognised that very young children are likely to have particular needs, which cannot easily be met via formalised remote learning such as Google Classroom. For such children, the priority will be progress in early reading. Ensuring continued access to appropriate decodable reading books and resources for early readers is our priority and made available through Storytime magazine, access to Big Cat on line and by making available, a range of reading books direct from school

- Children in the early stages of their formal education are likely to have particular needs, which cannot be easily addressed in the same way as those of others. School helps parents, carers

or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content. Other content for these children will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible

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 children are not in school because they are self-isolating, their remote education will differ from the approaches described above:

School will ensure that individual pupils self-isolating receive the same opportunities to access the curriculum as those who are not self-isolating. Children are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. The way that feedback is provided is the same as children who are not self-isolating. If children are unwell, school will provide support to catch up when they feel able to. All children are provided with the same opportunities during the period of remote learning.