



Myrtle Park Primary School

Providing remote education

Information to 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 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 document.

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?

In the first instance of children being sent home, all logins and passwords will be made available for relevant platforms you require. You may already have these details but to ensure ALL children have access, this exercise will be completed. Teaching staff will monitor initial engagement from home and make direct contact with those families where no engagement is evident. This will determine where further support and/ or additional or different resources are required.

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, non-core subjects will not be taught live / recorded. We may provide additional links to relevant videos / visual content to support the understanding of such subjects, but no live lessons will be provided.
- All live lessons will be timetabled but a recording of these lessons will be available for those children who cannot access the lesson at the timetabled slot.
- All children will have access to come live / recorded face-to-face sessions. EYFS and KS1 will be provided with 3 live inputs every morning. The direction of these inputs will be approximately 15 mins and will include daily phonics.
- EYFS will continue to utilise Evidence Me for subjects other than English, Number and Phonics.
- KS2 will provide face-to-face sessions through the course of the week to allow teachers to support students with misconceptions, provide additional tutoring and / or to provide well-being support to children.
- Feedback to all students will be done via Google Classrooms, this will enable teaching staff to move learning forward and deal with any misconceptions the children may have around the tasks being set.
- Teachers will mark work, but may not comment on every individual piece of work submitted. Weekly feedback may be more appropriate in some cases. There is no expectation from school for every single piece of submitted work to have an individualised comment. Class comments may be entered into the Google Classroom Stream with more bespoke individualised support managed through face-to-face group sessions or direct messaging.

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:

Primary school-aged pupils	<p>The Government expectation is that children in KS1 should be provided with an average of 3 hours of learning each day and KS2 4 hours of learning each day. This will include tasks such as reading, spellings, TTRS, physical exercise etc.</p> <p>Myrtle Parks expectations are broken down as follows:</p> <p>EYFS: 2 hours per day</p> <p>Year 1: 2-3 hours per day</p> <p>Year 2: 3 hours per day</p> <p>Year 3: 3-4 hours per day</p> <p>Year 4-6: 4 hours per day</p>
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Accessing remote education

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

All children have been provided with their Google account details. This will be used for Google Meet live lessons / recordings in EYFS and for additional activities within the Google Classroom from Year 1.

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:

- School will endeavour to support families who do not have access to appropriate devices as much as possible. School have requested additional support from the government and these will distribute these accordingly.
- Information regarding families receiving support with additional data at home, has been distributed to all families.
- In the cases where families have no access to online learning hard copy resources will be made available from school. These will match the content / objectives of the online learning.
- For those families using hard copy versions of learning, these can be delivered to school on a Friday afternoon where new work can be collected. Finished work will be quarantined over the weekend and then taken to the appropriate staff for viewing. There is no expectations for each piece of work to be fully marked, but children's outcomes will inform any future work sent home. Teaching staff will continue with telephone welfare checks where appropriate.

How will my child be taught remotely?

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

Some examples of remote teaching approaches provided by Myrtle Park Primary School are:

- live teaching by teachers
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

Myrtle Park Primary School's expectations around engagement are:

- That all pupils engage fully with learning provided. We appreciate it may be not possible for children access the learning during school hours, or when siblings are accessing their learning.
- School will endeavor to provide support with organising routines of the day to support parents in managing home learning.

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

- Engagement of children will be monitored directly by the teaching staff. As we appreciate not all children will access learning at the same time and this will be determined by availability of technology (parents working from home / siblings sharing devices)
- Teachers will manage welfare checks by telephone to support parents and establish what the pattern of online learning will look like for individual families.

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:

- Individualised comments where required / appropriate
- Weekly class feedback on Google Classroom Stream / Evidence Me
- Live group feedback at timetabled check ins via Google Meet

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:

- If your child has EHCP, a risk assessment will have been carried out to determine what model is the safest way to provide remote learning.
- Bespoke / differentiated work will be provided by the relevant class teacher, for children to complete at home.
- Teaching Assistants may manage the marking and feedback for these individuals, directed and supported by the relevant class teacher.
- School will continue to provide signposting and other forms of support where appropriate.
- Telephone welfare checks will continue as normal for these families.

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?

- Resources will be provided via Google Classrooms in line with work being completed in school.
- No live / recorded sessions will be made available in these circumstances
- Other recorded materials may be provided such as use of high quality internet links including Oak Academy, Phonics Play, White Rose Mathematics resources etc.
- Work will be marked in the same way as listed above.
- Telephone welfare checks will happen weekly.