

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils, parents and carers of Exeter a learning community 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**

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?**

Within the first two days, children will receive a set of work and instruction via Class Dojo or email. This should include a writing, reading and Maths task.

Recommendations to links for external companies such as White Rose and The Oak Academy may be referred to, to support this learning.

The school will provide printed hardcopies of the learning packs to those families who have difficulty accessing the online learning.

### **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?**

- All children at home will be taught broadly the same curriculum remotely as we do within school wherever possible and appropriate.
- In English and Maths, they will be taught the same objectives as those they would be taught in the classroom, with the work set broadly matching that they would do in class. Any supporting materials they would have in class will be shared so they have access to these at home.
- However, we may need to make some adaptations in some subjects. For example, a science lesson may have to be altered to suit the need for equipment at home versus what is available within school.

### **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	In Key Stage One children should expect to receive the equivalent of 3 hours of remote provision each day.  In Key Stage Two children should expect to receive the equivalent of 4 hours of remote provision each day.
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## **Accessing remote education**

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

We are using two main platforms to share work and expectations with pupils.

1. Class Dojo – on the class story section of each classes' Class Dojo page, all lesson resources will be shared daily with parents. This will include links to pre-recorded lessons from their class teacher – uploaded to an unlisted YouTube channel. Teachers will also share links to other external providers (e.g. White Rose lesson videos and resources, The Oak Academy teaching videos) as well as bespoke worksheets to support the learning, which children would have had access to in school.
2. TEAMS – All pupils have been set up with a personal log in to access their TEAMS account and their class / year group tile, via the RMuNify website. Each year group has a dedicated time slot for their daily live lessons; this is so that no two year-groups clash. This daily live lesson/s also allows the teacher to do a well-being check on all pupils how have logged in, and contact those who have not. As well as live lessons taking place on TEAMS, all class materials will be uploaded and shared with the pupils in the assignments section. This is also where pupils will submit their work back to the teacher for feedback. On the RMuNify platform pupils will also be able to use their single sign on to access other APPs that are used in school such as Purple Mash and Oak National Academy.

## **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:

- During the first two weeks of the January lockdown, all parents of those children working from home were asked the following questions via phone call to ascertain their access to remote learning. These questions included:
  1. How many school age children in the household?
  2. How many devices in the household, and what are they?
  3. Do you have Wi-Fi?
  4. If no Wi-Fi, do you require additional data for your mobile phone?
  5. If yes, who is your phone provider and do you have a Pay as You Go / contract?For the parents of critical worker or those classified as vulnerable and therefore in school, parents have been asked to complete an Eform to ascertain this information.

- Following the collection of all data from parents, the Senior Leadership Team, along with the safeguarding / Well-being team to start to issue the laptops out to those with the highest need:
  1. Have no device at home or currently accessing via a parents phone;
  2. Households where there is one device but being used by a secondary aged sibling, meaning the primary aged child is working from a phone.

Following this, laptops will be allocated to priority year groups as part of a school wide strategy to enhance remote learning capacity for specific year groups. Children in these specific year groups will be provided with laptops as a priority.

- On receipt of a device, the parent will complete a signing agreement to confirm receipt of the device and agree to the terms and conditions of the loan. Parents will also receive a student guide of how to access remote learning and the expectations for both pupils and parents. Those parents who do not have WIFI will be provided with a router or dongle.
- Parents who have requested printed material / home learning packs are to arrive at the school each Friday to collect their child's work for the next week. These will be placed in individual envelopes, stating the child's name, class and week beginning date, and placed inside the appropriate year group box. These will be kept just inside the first reception doors so parents have easy access.
- If parents do not have online access, they are to submit their work weekly when they come to school to collect their pack for the following week. For those parents who do not have a suitable device for their child to complete work on, but do have a mobile phone, they are to send photographs of completed work daily to their class teacher via the Dojo App so that the teacher can see the work and give feedback as appropriate.

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

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

At Exeter we will be using a range of remote teaching approaches:

- Live teaching (online lessons) via TEAMS;
- Recorded teaching by the class teacher, uploaded to an unlisted YouTube channel and parents sent the links via Class Dojo;
- Recorded teaching by third parties (e.g. Oak National Academy lessons, White Rose Hub, BBC);
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) for those without adequate online access;
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

## **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?**

At Exeter we expect all children to engage with remote learning every day. Ideally, this will involve logging into TEAMS to access the live lessons and learning materials. Where this is not possible, the expectation is that all children submit their work daily to their class teacher via class dojo (mainly as photographic evidence.)

We expect all parents to support the school with their child's remote learning by:

- Setting up a routine for the children e.g. specific times to complete each element of work daily.
- Ensuring that their child has a safe and supportive working environment (ideally at a table or desk), with all the necessary essential equipment to support them e.g, pencil, paper, counting implements.
- Children are up at the normal school start time, dressed and have eaten breakfast so they are ready to learn.
- Ensure that children have adequate breaks and physical activity to keep them healthy and active, to support both their physical and mental well-being. This should include the weekly / daily challenges set by the PE team.
- We ask that parents hear their children read regularly at home as they would by their class teacher.
- Whilst it would be great for parents to sit in the live lesson with their child we understand that with work commitments parents may not always be able to support their child/ren through the online lesson. As long as the children are taught the function to mute and unmute themselves then they should be able to follow the lesson without adult support as they would do in school.

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

- All pupils who are accessing remote learning from home will receive a weekly phone call (most likely from an ID withheld number). The expectation is the member of staff is to talk to both the parent and the child, to find out how they are getting on with the work and any support which is required. Staff are to log these conversations on a secure document.
- Any parent who the school has not been able to contact during the week will be referred to the well-being team on a Friday morning, who will then complete a home visit.
- A daily register will be kept of those children accessing the live lessons and completing the work sent back on TEAMS. For those children who are unable to participate in live lessons, they are expected to complete all work sent via Class Dojo and submit daily.
  - If there is any missing work after one day, the teacher will message via Class Dojo to check everything is ok and offer support.
  - If there is missing work on two consecutive days, a phone call will be made to check everything is ok and offer support.
  - If there is missing work for third consecutive day, child is referred to their key stage lead who will phone to make contact and offer support.
- Whilst phone calls and Class Dojo are the main points of communication, School Comms will also be used to contact parents and whole school communication will be sent out via email, Class Dojo (school main page) and Facebook where appropriate.

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

Teachers will monitor all work submitted and use this to inform their formative assessment and future lessons. Where appropriate, the teacher will provide a pupil with individual, written feedback, either on TEAMS or ClassDojo (depending how the work was submitted).

All assessment judgements will be recorded on the school's formative assessment system so that children's progress can be tracked and recorded and timely interventions put into place.

Teachers' assessment of work will also be used to inform future lessons and interventions. Teachers may provide whole class feedback during a live or recorded video lesson, based on pupils' previous work. Groups of pupils, with similar misconceptions, may be invited to attend small group live sessions on TEAMS to help address their misconception and ensure it does not present as a barrier to future progress.

Where pupils are accessing paper packs of work, the teacher will assess work when it is returned. Pupils will receive a feedback sheet from their teacher in the following week's pack stating their next steps. Misconceptions will also be addressed in the child's weekly phone call.

## **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:

- All children with an EHCP have been offered a place in school. Our SEND provisions, Potter Class and Nurture Group, continue to operate as usual and all children in these provisions have been invited into school.
- EHCP children at home will receive weekly contact with their teacher and support for their EHCP targets.
- For all other children identified as SEND, they will receive a weekly phone call as all other pupils. Support for targeted interventions will be provided e.g. Nesy logins. Where appropriate, online therapy will be provided for children with speech and language intervention from a NHS SALT. Home learning will be provided matched to learning needs. Visual supports e.g. visual time tables will be provided for children where required.
- Reception and Year 1 children will be have access to live learning from their teachers.

## **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?**

If an individual child is self-isolating but the rest of the school is running as normal, the child will be sent a paper pack of resources, which match the learning in the classroom. Weekly phone calls will still occur to check the child is well and able to access the learning. There will also be the open channel of contact via Class Dojo with the class teacher.

We recommend that parents set a daily timetable for their child/ren and this can be compiled in conjunction with their class teacher, so will support parents in setting out recommended time slots for each subject and plan in breaks and outdoor time for exercise.