



Remote Education at  
Tatsfield Primary School

January 2021

## **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 or National 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 whilst we take the 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?**

Work will be made available the day after we are informed of school closures. This will be delivered on the school website via the secure home learning section. Parents will be provided with the login details required. Learning will be delivered appropriate to each year group and in line with our school curriculum in a variety of methods, such as links to different websites, videos, learning tasks and activities.

Home learning books will be provided or can be collected from school, along with a folder for any sheets and stationery if needed.

## **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 will need to make some adaptations or changes to the order of teaching in some subjects where lessons or series of lessons do not lend themselves to remote learning or where pupils do not have the specialist resources. For example; some practical science lessons, PE lessons when pupils do not have access to the resources to practise team games and skills, music lessons may require specific music and children may not have access to tuned or untuned instruments, art and design lessons that require specialist equipment for the medium being studied e.g. clay and design technology lessons that require construction equipment. Certain PSHE lessons which contain sensitive issues are also recommended to be taught in school.

Any adaptations however will ensure that all subjects are covered and are in line with the school curriculum.

## **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	Early Years Foundation Stage (EYFS) minimum expectation of 2 hours  Key Stage 1 minimum expectation of 3 hours  Key Stage 2 minimum expectation of 4 hours
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## Accessing remote education

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

Children can access remote learning through the school website

<https://www.tatsfield-surrey.co.uk/>

Login details to the secure page located under -Children – Home learning are provided to all parents. Children will have login details to Mathletics and will be provided with links to all external learning and Microsoft teams meetings, links will be provided within the learning provision on the platform.

Satchel1 Login details will also be provided to some year groups along with how to access the site for additional support with remote learning.

Teachers will make contact with parents in the first two days of a return to remote learning and resolve any issues regarding access to the remote learning.

### 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:

In the autumn term the school sent out a questionnaire to all parents surveying details of online access, what devices their children have access to, for how long they are able to use them, whether they were sharing the device and how many siblings would be sharing devices. Families highlighted through this survey would immediately be approached in the event of a local or National return to remote learning and offered a laptop from the school.

Any family not identified through the survey but subsequently identified by the school will then be contacted. Those families not contacted but requiring support to access remote learning online or who have issues with internet connection should contact the school office.

The school has limited resources but will make every effort with the support of the Tandridge Learning Trust to provide online access to children through the lending of laptops or other equipment.

Staff are mindful of families who have online access but cannot print documents and will endeavour to provide different ways of completing work, avoiding or limiting printing.

Pupils who require printed materials should contact the school office. Copies will be printed at the school and be ready for collection from the school office and for those who do not have online access completed work can be handed in in a similar way.

## How will my child be taught remotely?

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

- Teachers will provide the children with a timetable for the day on the home learning page with all their lessons available for the children. During the course of the week the timetable will follow the usual subjects covered in school
- Teachers will make recordings of teaching inputs for the children with an average of two to three a day. A variety of teacher created video and audio recordings, as well as recorded lessons from the Oak National Academy or other providers will be utilised for a range of subjects
- Lessons may consist of the teacher input and an activity for the children to undertake and may include a plenary
- Printable paper packs produced by teachers (e.g. workbooks, worksheets)
- Links to textbooks and reading books pupils can access on line
- Links to Mathletics, Phonics Bug and other school purchased online resources
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC, Oxford Owls
- Teachers will conduct live help desk sessions with children to go through issues with the learning tasks. These sessions will be conducted on Teams and links made available through the class home learning page. These will take place at least three times a week
- Teachers may also hold live class assemblies, story time and PSHE socialisation times for the children

## 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?

In this section, please set out briefly:

- Children should have a quiet space where they can work and engage in Teams meetings when required
- We do expect some parental support, for example, setting routines to support your child's education and access to the remote learning for the younger children
- Children are expected to register every morning in one of the following ways, as directed by the class teacher: a live Teams registration session, completing a 'Forms' link or e-mailing the class teacher. This indicates they are ready to learn and continue with contact by submitting their work and taking part in teams meetings. All absences should be directed to the school office
- The expectation is that children will complete the learning set and submit their work when required. Teachers will indicate on all lessons the learning objective, how work will be marked, the expectation for assessment and how work should be submitted
- We make clear that the children should work hard on their learning and do their best. We understand that family circumstances may mean that work may not be completed on the day and that Teams meetings may not be attended every day
- We expect children to respond to marking and feedback, just like in school and for parents to support their child in this
- Some work may need parental marking guided by the teacher e.g. spellings, tables

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

- Teachers will keep a spreadsheet monitoring: daily registration before 12pm, engagement with learning (work sent to be marked); engagement in live helpdesks, story times and assemblies
- Teachers and SLT will contact parents and carers if a registration e-mail has not been received – first with an e-mail, then with follow-up telephone calls
- Parents are expected to contact the school office to notify of any illness and the office will pass this information onto class teachers
- Teachers specify which pieces of work are expected to be e-mailed for them to be marked and which work will be self-assessed and answer sheets provided
- Where engagement is a concern, teachers notify the parents by e-mail or by telephone and will inform the Headteacher

## **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:

- Teachers specify which pieces of work are expected to be submitted for them to mark and which work will be self-assessed and answer sheets provided. Submitted work will be downloaded and marked and returned to children, or read and feedback given via e-mail back to the child with the attached work
- Pupils should submit and receive feedback on work daily
- Depending on the task, feedback may take the form of a verbal comment during a live Teams meeting, a score or written comment. Teachers will continue to apply our 'tickled pink and green for growth' marking scheme
- Our usual assessment spreadsheets will be kept up-to-date and submitted work will feed into this assessment

## **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 those 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 continue to provide differentiated tasks for the children in their class so that learning is in line with the child's ability
- On home learning pages, teachers have created an additional activities and learning resources sub-page with intervention resources and support sheets, such as word banks and writing scaffolds
- Children may use the immersive reader and dictate facility on MS Word (including the online software)
- The home learning area contains a page for the School SENCo and Learning Mentor. The SENCo page contains information and resources for parents that link to different areas of need
- The SENCo will contact parents of children with any new/updated Individual Provision Maps and provide links to resources on the SENCo page if appropriate
- Interventions, including Speech and Language will be set up and information provided to parents. Teams may be utilised to support provision. For EYFS and Year 1, teachers record lessons for pupils, provide links to appropriate websites and deliver learning opportunities suited to this age group. Teachers plan and set carefully thought out practical activities linked to the school curriculum and the EYFS profile.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the way in which remote education is provided will likely differ from the approach used 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?**

Where a child is self-isolating and the rest of the class are learning in school, the teacher will set home learning either on the home learning section of the website or send tasks to the parent via an e-mail.

Where possible, the same learning will be provided or adapted.

Where work is returned to the teacher, they will mark and return.

Live events and recordings will not take place.