

Killigrew Primary and Nursery School Remote Education Offer

Remote education provision: information for parents

This information provides clarity and transparency to pupils and parents and/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. Mrs Morley is the lead for remote education.

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?

Using Google Classroom, we post a day of activities linked to English, maths and a foundation subject. The class teacher marks these activities when they are submitted. For some children, we provide a paper pack of activities (collected from school if possible, but delivered to the home address if all contacts are self-isolating). The class teacher marks the work in this pack and it is returned to the child when the next pack is delivered.

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 do need to make some adaptations in some subjects. For example, in a computing lesson we take account of the resources that the children may or may not have at home and adapt the lessons accordingly.

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:

Key Stage 1	A minimum of 3 hours a day.
Key Stage 2	A minimum of 4 hours a day.

Accessing remote education

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

Most children will access remote education via Google Classroom. The children in Early Years will access their learning through Google Classroom, but post their completed work via Tapestry. Some children, from families who specifically request paper based materials, will access remote education through the provision of paper packs of personalised learning materials.

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 or would prefer to use paper based learning materials. We take the following approaches to support those pupils to access remote education:

We issue our laptop allocation to families who are currently in receipt of free school meals provision and if we have surplus, to any families who specifically request support. We allocate laptops based on how many children could benefit from having a laptop in the family home and how easily they could access remote online learning independently. Before issue, we have checked that these families have an internet connection. We provide paper packs to other families. These are personalised and prepared weekly. They are collected from school and returned the following week for marking. The class teacher telephones the child once a week to support their learning.

How will my child be taught remotely?

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

- We offer three live sessions per day. One in the morning to greet the children and explain the learning for the day ahead. The second is either a maths or an English live learning session. Finally, we offer a closing session where the teacher reads a story or discusses the day's work.
- We record two sessions of teaching a day for English and mathematics. These follow our usual curriculum planning.
- We signpost parents to additional useful resources.
- Our subject leaders provide additional resources linked to their curriculum area.
- We provide a classroom for Eco Council and School Council actions during remote learning.
- We provide weekly 'enrichment' homework activities linked to wellbeing and our PSHE scheme of work.
- Teachers produce printed paper packs, based on our usual curriculum offer, to ensure that all children benefit from the same learning opportunities.
- Differentiated work is also set on Google Classroom and within paper packs.
- We communicate any areas for development identified for specific children via a direct message in Google Classroom. We provide additional activities to support catch up.

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 children to engage in remote learning either online or with paper packs. We ask that parents try to establish a daily timetable early – using our live sessions to support this. We request that every child in KS2 has a pad of paper and a pen ready for their remote learning.

For children who are using the paper packs, we ask that parents establish a daily timetable and talk to their child about their learning as much as possible. We will provide tasks that allow as much independence as possible.

For Ks1 and Early Years, we ask that parents support their children in accessing the tasks we post on Google Classroom and in the paper packs.

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

Our teachers monitor Google Classroom throughout the school working day. We monitor how effectively children are accessing remote learning and the quality of their work.

If needed, we offer support to parents to establish routines to support their child's education. If we notice that a child is not accessing remote learning consistently, or is submitting poor quality work, we telephone the parents and work together to improve access.

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

We mark work submitted through Google Classroom and Tapestry on the day it is handed in, or the morning after (to allow more flexibility for working parents).

We provide personalised feedback to each child for most lessons as well as a daily 'feedback for learning' session for either English or maths.

This is in writing, or for younger children, via a Mote voice note.

We mark paper packs weekly and telephone home twice a week.

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:

Each week, our SENCO telephones the parents of children with SEND to discuss the remote learning from the previous week. They then provide feedback to the class teacher.

The class teacher differentiates the work for our SEND children, both online and in paper packs. The SLT check in on all the Google Classrooms at least weekly and provide support to teaching staff as needed.

We ensure that the work set for younger children uses resources that most families have at home and that the tasks set are manageable. We consider feedback promptly and adjust our offer as needed.

How will you safeguard vulnerable children and staff during remote learning?

If a child has not been present on Google Classroom for two days, we telephone the home and speak to the parent and the child to see whether they need additional support from us. We also ask that children have their cameras on during live teaching.

We send home remote learning guidelines to parents. These detail how the child should access remote learning provision in order to safeguard our staff:

- The child must be sat in a space where an adult can supervise them.
- The child should never be in a space on their own with the door shut.
- SLT regularly 'drop in' on live learning sessions and monitor direct messages on Google Classroom. The SLT have access to all classrooms.
- If a child is using a paper pack, we call home twice a week and speak to the child about their learning. To support pupil wellbeing, in some instances, we will conduct a 'doorstep' visit.
- Staff only communicate with parents about pupil work on Google Classroom, and do not use any other platform to communicate directly.
- All other communication between teacher and home is facilitated via the school admin account: admin@killigrew.herts.sch.uk

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?

On day 1 of self-isolation, the Deputy Head Teacher aims to upload a day's schoolwork by midday. The class teacher is notified, and from this point onwards, they upload the day's teaching resources and slides to Google Classroom (or they print them for a paper pack). The slides are modified to ensure that they are easy to read and understand without direct teacher input. Work submitted on Google Classroom is marked daily and the paper pack is collected when the child returns to school.