Arden Forest Infant School

Remote Education – Information for 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 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.

The remote curriculum: what is taught to pupils at home

A pupil's first day 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?

On the first day of remote education provision Arden Forest School will immediately make activities available in the assignments section of Teams to be completed that day. This will include, a Phonics/Reading task, Writing task and Maths task to be completed independently in the first instance.

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, (practical activities such as science investigations that might need specific and additional resources)

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:

Reception	2 hours per day

Key Stage 1	3 hours per day

Accessing remote education

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

Microsoft Teams for live, recorded lessons, assignments, homework etc

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:

- Where possible we will offer a school place for those with no digital or online access
- In some circumstances, we will issue laptops to pupils on loan. Parents or carers can make a request via contacting the school office.
- In some circumstances, we will issue devices that enable an internet connection (for example, routers or dongles). Parents or carers can make a request via contacting the school office.
- School is also able to provide or signpost parents to access SIM cards which will enable families to have more data, including free data. In these circumstances, pupils will be able to access their online remote lessons and sill submit work to their teachers.

How will my child be taught remotely?

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

- live teaching (online lessons) three times a day at 9.15, 10.15 and 11.30, with sessions lasting 15 minutes and followed up with a 15 minute task either with a teacher/TA or independently.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- textbooks and reading books pupils have at home

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

- afternoon topic work as directed by the 15 minute pre recorded teaching session on Mondays, which can include practical research or project based activities (as per the schools full opening guidance, 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?

- Due to the age of pupils at Arden Forest Infant School (4-7 years), engagement with remote learning is largely dependent on parental support and engagement. In addition to this, we know that many families are still working, or working from home or have more than one child who should be accessing remote learning during the school day. With all of this in mind, the structure and organisation of our remote learning faciltates good morning routines, mirroring the routines in school and greater flexibility in the afternoons.

- Although we strongly advocate engagement in the 'live' sessions, teachers lessons are recorded, so for families where it is very difficult to engage with the 9.15, 10.15 and 11.30 live sessions at that point in time, they remain accessible for several days so that all pupils can engage at a time that works better for the family.

- Therefore, there is an expectation for all pupils to engage with remote education whether they are at home or in school.

- This includes an expectation of parental support, for example, setting routines, attending or watching sessions, completing tasks, to support your child's education.

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

- Registers of attendance are taken at the start of each lesson, this is evidenced by both observation of the child at the lesson and monitoring software on Teams which shows how long a child engages online.
- Attendance in live sessions is then monitored weekly and percentages for individuals and classes collated.
- Similarly Teachers monitor engagement in the tasks (assignments) and will report back to parents when there are concerns about the lack of engagement in the work (assignments) set.
- Any pupil not engaging at all with lessons or tasks will be contacted by the teacher in the first instance and followed up by the Learning Mentor to raise concerns and offer support.

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:

- Feedback on individuals completed tasks (assignments) is regular and typically daily.
- We ask parents/carers to share this feedback directly to the pupil if they are unable to read the comment.
- Feedback will also occasionally be given verbal during the session to groups of children.

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:

- Pupils with an EHCP who need a differentiated curriculum are offered regular (at least twice weekly or sometimes daily) 1:1 sessions. This is dependent on specific needs and targets are directed on the EHCP. In some cases, resources have been given to pupils in order that sessions are engaging and replicate the best practise and ways of learning that would be seen in the classroom.

- Pupils who are on the SEN register, but do not have an EHCP, have access to regular small group interventions (at least weekly, but sometimes daily). These sessions focus on specific targets or needs, eg Phase Two phonics etc.

- Due to needs, parents are expected to support their child in engaging with the session.

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?

Where a pupil is not in school because they are self-isolating individually and the rest of the bubble or school is open, tasks which are taking place in school will be put on Teams in the assignment section. This will ensure continuity and appropriate sequencing of learning, replicating the learning which is taking place in the classroom.