



Inspire – Learn – Succeed

Remote education provision: information for parents and carers

In the uncertain times that we are currently living in, it is imperative that Milby Primary School is fully prepared for the possibility of a full or partial closure of the school for reasons such as weather conditions, health matters or site issues (not including industrial action). Regardless of our school being open or closed, the health and wellbeing of our children is the key priority. A significant factor of the pupils' positive wellbeing involves the continuation of education at home. As a school, we fully understand that there has been much disruption to childrens education, therefore, we are committed to ensuring that all children continue to receive a high quality education, should the need for remote learning arise. Our plan complies fully with the expectations and principles outlined in the DfE guidance.

Remote education at Milby Primary School aligns as closely as possible with provision in school. All learning is based on each year groups long term curriculum plan. Our approach includes a blend of paper resources, access to the virtual learning platform Microsoft Teams (and Tapestry for children in foundation stage) and other online resources available such as:

- White Rose Maths
- Oak National Academy
- Education City
- Times Tables Rock Stars
- BBC Bitesize
- Purple Mash
- Spelling Shed
- Phonics Bug/Bug Club

Children will be able to upload learning to their virtual platform to enable teachers to provide feedback directly. Teaching staff will provide adapted learning resources or organise additional provision for children with individual needs.

The following information is intended to provide clarity and transparency to children and parents about what to expect from remote education.

The remote curriculum: what is taught to pupils at home

A pupils 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?

- The remote education provision (via Tapestry for foundation stage and Microsoft Teams for all other year groups) will be available to children from 9.30am on the first day of a class closure to access lesson resources linked to: maths, English and a foundation subject.
- Access to Education City, Times Tables Rock Stars, Spelling Shed, Purple Mash and Bug Club will continue to be available for your child to access at all times.

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 practical.

Remote teaching and study time each week

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:

- **Foundation stage and key stage one** (years 1 – 2): **3 hours**
This will include three thirty minute live teaching sessions a day (covering maths, English and a full range of foundation subjects) followed by a learning activity. Supplementary activities include Times Tables Rock Stars, Education City tasks and independent reading.
- **Key stage two** (years 3 – 6): **4 hours**
This will include three thirty-minute live teaching sessions a day (covering maths, English and a full range of foundation subjects) followed by a learning activity. Supplementary activities include Times Tables Rock Stars, Education City tasks and independent reading.

Accessing remote education

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

- **Foundation stage** – Tapestry, Microsoft Teams, Education City and Phonics Bug
- **Key stages one and two** – Microsoft Teams, Education City, Spelling Shed, Times Tables Rock Stars, Purple Mash and Phonics Bug/Bug Club

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 children may not have suitable online access at home. We have taken the following approaches to support these children to access remote education:

- If you do not have access to a device, please contact the school to arrange for the loan of a laptop.

- If you do not have access to the internet, please contact the school as we may be able to provide a wireless dongle.
- If you require access to printed resources, please contact the school to arrange collection. These can be provided on a weekly basis.
- Paper copies should be returned to the school each week for marking, during normal school opening times.

How will my child be taught remotely?

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

- live teaching sessions three times a day
- recorded teaching (White Rose Maths and Oak National Academy lessons recorded by teachers)
- learning resources and tasks created and set by teachers to support each lesson
- work set via our online programme subscriptions – Education City, Times Tables Rock Stars, Purple Mash, Spelling Shed and Phonics Bug/Bug Club
- CGP workbooks covering spelling, grammar, punctuation and maths (in years 5 and 6)
- additional challenge activities for year 6 – covering maths, English and science – to support childrens preparation and transition to secondary school
- printed paper packs produced by teachers (where required)
- learning facts through school produced knowledge organisers
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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 with the resources on the remote learning platform and complete the work set.
- We are aware that many parents are continuing to work whilst supporting their child(ren) with remote learning at home. All the learning provided is available at any time – as live lessons are recorded – so that children can watch these and complete the tasks at a time that is more convenient to their family.
- We ask that parents and carers support their child(ren) by setting routines, providing them with a space to work and supporting them to access learning as required.

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

- Teaching staff will check childrens involvement with live sessions by taking a register for each lesson.

- Work submitted on Tapestry and Microsoft Teams is checked on a daily basis by class teachers.
- Where engagement is a concern, teaching staff will contact parents and carers directly by telephone, to ascertain any barriers to learning and provide support if required.

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:

- Teaching staff will mark learning and provide written feedback on Tapestry or Microsoft Teams for all work submitted; this will be used to support the assessment of children's ongoing learning.
- Individual phone calls will be made to all children at home on a fortnightly basis by teaching staff.
- Questioning by teaching staff during live sessions and individual discussions with children will support ongoing assessment.
- For children accessing learning through paper copies, teachers will mark their work each week and provide feedback.

Additional support for children with particular needs

Quality first teaching is the foundation on which our support for pupils with SEND is built upon. We recognise that some children, for example some children 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 children in the following ways:

- Differentiated, level-appropriate work and resources will be set via our remote learning platform if your child remains at home.
- The engagement of pupils with SEND will be monitored by our SENDCo and, where a pupil is identified as having difficulties, telephone calls will be made to parents (and pupils where appropriate) to offer support to help them overcome any potential barriers.