



Remote Education Guide for Parents

Date: January 2021

Rationale:

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

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?

In the first 24 hours of pupils being asked to work remotely, pupils should continue with their daily reading, weekly spellings and access Oxford Owl or Myon. Key Stage 2 children will have access to TT Rockstars too.

If children are sent home from school through a bubble closure, they will come with their work for the remainder of the day and possibly the following day.

By day 2, pupils will have been sent formal remote learning by their class teachers to complete via Dojo for when and how to access BGFL365 for their live or pre-recorded lessons and their work.

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 may need to make some adaptations in some subjects. For example, it may be that we teach the units of work in a slightly different order, depending on the length of remote learning. Some aspects of the curriculum such as Design Technology may be scheduled for when pupils return and replaced with a later art unit of work. Also subjects such as PE and Music will be delivered by the class teacher and lessons will be adapted to suit the needs of children at home.

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

On line remote education will be available and loaded onto the BGFL365 platform under Files for children to access. EYFS children will access their work through Seesaw.

All live communication will be scheduled through BGFL365 – Teams.

Dependent upon the age of the pupils, we use a wide range of other digital platforms in school which may be utilised to support online remote education.

These include:

Myon – (KS2)

Oxford Owl (EYFS and KS1)

TT Rock Stars

BBC Bitesize

Ruth Miskin Phonics

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 have completed a survey with all parents so we are aware where there are barriers to pupils accessing online learning. Should any parent require further assistance with online access or if a situation changes they should contact the school office – office@tillingtonmanor.staffs.sch.uk
01785 337500

Where resources allow and a need has been identified by the parent and school jointly, a laptop will be loaned for the period of the isolation/lockdown. A loan agreement will be signed for by the parent and returned in the condition it was received. (At the time of publication the school has been allocated 13 laptops from the DFE.)

Tillington Manor has sent out information to parents to assess if they are eligible for free internet access. The DFE states families must meet all 3 criteria:

- do not have fixed broadband at home.
- cannot afford additional data for their devices.
- are experiencing disruption to their face-to-face education.

From this information school will then apply to the providers on their behalf. (At the time of publication Tillington Manor has requested 4G routers or dongles from the DFE but have not yet received any allocation.)

Pupils are encouraged to record answers in a book or on paper and most worksheets do not require to be printed. Work is uploaded onto BGFL365 where pupils can directly record answers where appropriate. If work cannot be viewed online, then printed copies can be collected from the school office by prior arrangement on a Friday.

Any pupils who cannot upload work via BGFL365 will submit work to the school office on a Friday and collect a work pack for the following week.

How will my child be taught remotely?

At Tillington Manor we use a range of approaches to teach pupils remotely:

1. Live contact with class teachers

KS1/EYFS - Live Teams meeting once a day during periods of isolation (National Lockdown) to provide opportunities for interactivity, including questioning, eliciting and reflective discussion and story time.

KS2 - Live Teams meeting twice a day during periods of isolation (National Lockdown) to provide opportunities for interactivity, including questioning, eliciting and reflective discussion for Maths and English.

2. Recorded teaching

KS1 and EYFS –

Maths, English and Phonics will be recorded lessons and uploaded for the children to access.

For foundation subjects we will use recordings from BBC, Oak Academy and recordings made by the class teacher.

For Maths we will use White Rose Maths Videos to supplement lessons.

Where individual personalised work is required for educational purposes, a workbook may be provided in agreement and at the discretion of the class teacher/SENCO

3. Uploaded work

Work will be uploaded onto BGFL365 for children to view and record in their books or to access and complete online.

4. CPG and Phonics Books

Textbooks will be sent home to supplement work being taught in lessons. To reduce the need for parents to come onto site, reading books will be replaced by online electronic libraries such as Oxford Owl and Myon.

5. Websites:

Myon – (KS2) Oxford Owl (EYFS and KS1) Phonics Play

TT Rock Stars BBC Bitesize Ruth Miskin Phonics Joe Wicks

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 pupils to engage with remote education on a daily basis and upload their work on BGFL365 or Seesaw for feedback from their Class Teacher.
- We expect parents to support their children by establishing clear routines and by following the Daily timetables, where possible, set by the class teachers. We expect parents to facilitate the uploading of work for younger children.
- When Teams sessions are scheduled for the class we expect pupils to attend and engage in the sessions and parents to facilitate this wherever possible following our home school agreement.
- We understand the difficulties parents face supporting children with remote learning and encourage parents to inform us of any difficulties.

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

- Class teachers monitor all work submitted throughout the day and record what has been submitted by each child.
- A register will be kept of pupils in all live lessons.
- Any concerns regarding a pupil's engagement will be followed up by the class teacher. Our graduated response will be: dojo message, dojo message, phone call from the class teacher, phone call from school attendance officer and then a phone call from SLT.
- If we have no contact from children or parents, a home visit will be made as part of our duty of care to the children in our school and in line with guidance.

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:

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- Individual feedback on BGFL365/ Seesaw on a daily basis from Class Teachers.
- Whole class feedback via Teams sessions as appropriate.
- Formative assessment will be on going as teacher's review pupil's daily learning and next steps and misconceptions addressed. Further questions may be asked of pupils to which they are required to respond to clarify understanding, give more detailed information or make corrections or alterations to their work.
- MYON will monitor engagement of reading and Accelerated Reading will give instant feedback to children on their self-assessment Quizzing. Teachers will monitor this.
- Videos, written work and photographs uploaded by pupils in Reception will form part of the pupils learning journey and contribute to the EYFS assessment at the end of the academic year.
- Work submitted via paper copies will be marked in school – the school will provide a weekly feedback session via phone (Teacher) for those pupils not able to access on-line learning/teaching or a weekly report to parents via dojo.

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:

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In a period of National Lockdown any pupil with an EHCP will be actively encouraged to attend school so that support can continue.

Where the above is not possible, our SENCo, Class Teachers and Teaching Assistants will continue to support pupils with their remote learning through regular contact with the home and through differentiated work to meet the needs of individual learners. Whilst we have high expectations of learners and standards of work, we also realise that remote learning creates specific challenges for some of our learners. We are realistic in our expectations and understand the need to make adjustments where required.

Younger Pupils

For younger pupils in school who often require higher levels of parental involvement to support engagement and use of technology, all tasks will not be written or digitally led. For example, in Reception role play will be incorporated into their learning alongside activities such as junk modelling, sharing a book, PE and exercise.

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?

In the first 24 hours of pupils being asked to work remotely, pupils should continue with their daily reading, weekly spellings and access Oxford Owl or Myon. Key Stage 2 children will have access to TT Rockstars too.

If children are sent home from school through a bubble closure, they will come with their work for the remainder of the day and possibly the following day.

By day 2 teachers will have communicated home learning tasks to pupils and their parents via an agreed platform: BGFL365, Seesaw or Dojo. Work set will match that what is happening in school as far as is reasonably practical and appropriate.

Additional tasks may be set or substituted where the class content cannot be replicated in a home environment. All work completed should be returned to the class teacher as per an agreement.