

RUSHBURY CE PRIMARY SCHOOL

REMOTE TEACHING AND LEARNING POLICY

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, such as lockdowns, require bubbles or the entire school (other than vulnerable pupils or pupils of key workers) 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, 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 absence, your child will be set a number of tasks and activities that can be accessed via the school's website class page or via parent mail. It may also be the case that pupils are set home with exercise books in which to work. This option is more likely to relate to KS2 pupils.

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, writing opportunities may be linked to a picture of video clip which some may find harder to focus on when not in school. Practical sessions, such as PE, outdoor pursuits, DT will require specialist resourcing but this will not necessarily be transferable to the home environment.

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:

EYFS and Key Stage 1	EYFS and KS1 pupils to spend an average of 3- 3.5 hours per day. Included within this time frame – for Reception-aged pupils – will be child-led play under the direction of an adult. Regular breaks so as tackling work in ‘chunks’ would be advisable.
Key Stage 2	KS2 pupils are expected to spend an average of 4 hours per day on tasks/activities. The school suggests responses and work relating to core subjects (English, Maths, Science) be addressed in the morning, complemented by a topic-theme, shorter afternoon session. Time should be put aside for comfort breaks and careful monitoring of screen time would be advantageous too.

Accessing remote education

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

Children can access tasks through the school website, class zoom sessions and parent mail. They also have access (including passwords) to:

TT Rockstars, Maths.Co.UK

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:

- If you do not have a device on which to access and undertake tasks set, please email headteacher@rushbury.shropshire.sch.uk, where arrangements will be made to secure a device for you to collect and use. If issues relate to data and dongles, again, raise this with the headteacher;
- We will require a user agreement to be signed by the parent (on behalf of the pupil) when collecting a device from school;
- If a device is loaned, staff will discuss and remind pupils of appropriate use when making the regular welfare phone calls;
- The school will establish a covid-safe drop off and collection point to gather or return tasks, or collect resources such as paper, pencils, crayons etc. We will use either the school's main door or the porch at St Peters Church in this respect.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Zoom live teaching lessons for phonics and daily maths delivered by teachers/teaching assistants;
- recorded teaching (e.g. Oak National Academy lessons, BBC Schools website and channel/White Rose/Target Maths as well as recordings made by teachers);
- printed paper packs produced by teachers (on request or via school suggestion);
- textbooks and reading books pupils have at home;
- 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, with this being more of a focus in KS2.

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:

- We expect our pupils to maintain the school's ethos at home; to work with enthusiasm and endeavour and to always give their best;
- We expect that our parents/carers support their children in their learning, which includes encouraging independence too, especially for our UKS (Y5/6) pupils. In addition we would expect parents to provide a suitable learning space and engage with staff during the regular phone calls.

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

Teachers will monitor and respond to pupil work on a daily basis (Monday to Friday). Regular email communication between teacher and parents will enable levels of engagement to be ascertained and steps taken to address any concerns early on. Headteacher to be 'cc'ed on all school/parent communication to add an additional level of support, if required. Our fortnightly welfare/catch-up calls between the teacher and pupil will also enable discussions to be had around remote learning.

If engagement remains a concern, communication will be made with parents by the headteacher where further support and guidance will be implemented. If issues still remain, the Education Welfare Service will become involved.

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:

Children will receive regular feedback on completed work/activities as is the case in school. Written feedback will be sent via email and recognition of endeavours at home will be recognised in the weekly school newsletter. When live teaching sessions are undertaken (using platforms such as Zoom) immediate feedback will be given verbally, again as is the case in the classroom.

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:

We understand that home schooling is incredibly challenging and value greatly the role of parents/carers in supporting the school and child with this. We also do not underestimate the risk of learning in isolation away from peers. Pupils with SEND will receive additional input/support from teachers/teaching assistants and some activities may be adapted to enable all to access it. We also have access to the school's SENDCo for additional support and advice.

If considered beneficial, teachers will make weekly calls to support pupils with SEND rather than fortnightly.

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?

Any self-isolating pupils will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. It will be delivered by utilising the approaches outlined above. Additional staff time will be put aside to monitor how the self-isolating pupil is managing at home and the headteacher will take a lead on this as well as coordinating meeting the needs of this pupil(s).

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