

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents about what to expect from remote education if 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 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 school's definition of immediate is at the earliest opportunity in the following working day of being informed that remote teaching is required.

It would be an expectation that on-line work will be made available by the end of the following working day. It may be made available before this.

Whilst awaiting on-line learning to start, pupils would be encouraged to use the school's on-line subscription packages to help develop key skills. (Times Table Rockstars, Numbots, SumDog, Spag.com, Bug Club, Oxford Owl, Phonic Play, Spelling Shed). They should also ensure that they are reading each day, preferably to an adult.

In the first day or two, parents should receive an email from the school which contains log-in details for their child to use with Microsoft Teams. A guide of how to access Microsoft Teams will also be sent. We would advise that on receipt of this information, parents should ensure that the Microsoft Teams app is downloaded onto the device that the child will be using. They should also work together with their children to log-in to the Teams and navigate around the platform to familiarise themselves with how the platform operates.

If a parent is finding they have any difficulties they should call or email the school directly for support.

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 some areas of the Art, DT, Computing and PE curriculum.

It is our intention that the curriculum content for on-line learning follows the progression of skills as set out in the schools curriculum planning.

We believe that this will help to reduce the potential loss of learning incurred by being away from school.

More information on this can be found in the link below:

[Curriculum](#)

When considering what constitutes an appropriate amount of work we have made it so that it is broadly equivalent to the amount of independent work completed within a school day. A timetable has been made available in Microsoft Teams for your child.

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:

Primary school-aged pupils	Early Years (Nursery and Reception): 1 to 2 hours a day Key Stage 1: 3 hours a day Key Stage 2: 4 hours a day.
This amount of work follows DfE published guidelines and is broadly equivalent in length to the core teaching that pupils would receive in school. Class teachers have provided a timetable to support the organisation of learning, whilst at home.	

Accessing remote education

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

All online remote education will use Microsoft Teams.

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 a pupil who is engaged in remote learning does not have access to a digital device at home they should contact the school to request support. This can be done by:

- a) Calling or emailing the school directly
- b) Completing a request for home learning support form which can be found here:
<http://bit.ly/38kKW6>

The criteria that we have used to determine the allocation of devices, for those pupils who are unable to be in school and do not have access to devices, in order of priority are as follows:

1. A looked after child (one who is in care, fostered or adopted)
2. A child with an EHCP
3. A child with a social worker
4. A pupil in a home with no digital devices
5. A 'Pupil Premium' child
6. A child with SEND
7. A family with siblings at Portswood Primary School, where devices are being shared, limiting access to on-line learning

The school will ask that the terms of an equipment loan form are agreed and once this agreement is received then arrangements will be made for the distribution of a device.

If consultation between parents and the school determines that remote digital learning does not best serve the pupil, alternative arrangements will be put in place. This may mean that some proportion of learning will be supported by paper based resources.

How will my child be taught remotely?

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

Through assignments set to a class via Microsoft Teams, pupils will be taught using a combination of any of the following:

- live teaching (online lessons)
- Pre-recorded video lessons, created by teachers from within the school
- Appropriately matched external videos (e.g. Oak National Academy lessons,)
- Electronic resources (PowerPoint/Word documents/Work sheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips
- school based e-learning resources (Times Table Rockstars, Numbots, SumDog, Spag.com, Bug Club, Oxford Owl, Phonic Play, Spelling Shed)

Children will also be given access to a class email address. Through this, children and their families can communicate directly with the class teacher. This email address may also be used to return completed work to the class teacher, if it can not be returned using Microsoft Teams.

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?

Portswood Primary School's expectation is that if a pupil is healthy and able to engage with learning then they should do so, to the best of their ability. Pupils should aim to return assignments that have been set for them.

We are however, aware of the difficulties that doing so may cause families to do this and whilst we would encourage parents to support their children to do so, it should be done with each child's health and well-being in mind.

If work that is set feels like it is too much for a pupil, we would encourage parents, in the first instance, to communicate with the class teachers via e-mail. Priorities of work can then be agreed, and further methods of support will be investigated.

Parental support to help set routines to support a child's education are an important part of home learning. These may include: Getting up in the morning, creating a space to work, ensuring the correct resources are at hand, making sure that regular breaks (away from screens) and meals and drinks are taken etc.

For younger pupils, we would encourage parents, where possible, to work alongside their child to support them to engage with and complete any work set.

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

Pupils engagement levels will be checked every school day. This will be done by using the monitoring tools within Microsoft Teams.

If a pupil is not engaging and returning work the class teacher will inform a member of the SLT via email of the issue.

A member of the SLT will attempt to contact the family to determine why a child has not been engaging and to find solutions that will lead to re-engagement.

SLT will keep a log of any contact/attempts at contact that have been made.

If a child or family continue to not engage in remote learning, they may be considered to be vulnerable children. This may mean they are asked to attend provision in person or may require further support from other external agencies available to the school.

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:

Pupil's work will be given feedback regularly, in a timely manner.

Feedback will be given in line with the school's feedback policy and will be how often pupils will receive feedback on their work, under normal circumstances.

It is expected that all work should be acknowledged.

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 to support those pupils in the following ways:

Families of SEND pupils will be contacted by the school SENCO or Inclusion Lead. The needs of the pupils in question will be discussed and liaison will occur to find the most productive way to support the delivery of learning to these pupils.

Regular telephone and email communication will be used to monitor the remote education provided for SEND pupils and ensure the correct level of support is being received.

As a primary school, we are aware of the limitations placed on remote learning for some of our younger pupils and as such we will use a combination of the strategies listed here to aid engagement in remote learning.

- Use demonstration videos, recorded by teachers, to visually show pupils tasks and their intended outcomes.
- Access will be provided to interactive on-line resources (e.g. number blocks apps, Oxford Owl)
- Physical learning aids such as numicon, multi-link etc that pupils are familiar with using in school may be provided to a pupil after consultation.
- After consultation with parents, and if necessary, we will provide paper copies of resources.

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?

If a child is self-isolating, and are healthy, they should receive and engage in remote education which is the same as that set out earlier in the document.