



Ancaster
Church of England Primary School

**Remote education provision at Ancaster CofE Primary
School: Information for Parents**

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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 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?

Once we have been notified that remote learning is to be utilised. All learning will be placed onto Microsoft Teams, for which every child in school has their own unique login. Staff will be in touch to help with accessibility and getting online.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, we will explicitly mark out 1 topic based session to be completed each day whereas in a usual school day where we would be utilising 5 or 6 hours of in class teaching time, we would usually incorporate 2 sessions.

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/Key Stage 1	A minimum of 3 hours worth of learning will be posted onto Microsoft Teams daily. This will comprise of; 1 Maths lesson 1 English lesson 1 Phonics/reading lesson 1 topic based lesson *In addition, there will be daily challenges posted online by the Class Teacher and Class TA.
Key Stage 2	A minimum of 4 hours worth of learning will be posted onto Microsoft Teams daily. This will comprise of; 1 Maths lesson 1 English lesson 1 Reading lesson 1 SPAG lesson 1 topic based lesson *In addition, there will be daily challenges posted online by the Class Teacher and Class TA.

The learning can be accessed in any order and will not need to be undertaken at certain times of the day to help parents with device flexibility and management.

Accessing remote education

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

We utilise Microsoft Teams as a platform in which we are able to post each lesson as an assignment. This function allows each child to login using their own unique login credentials and liaise directly with their class based staff, access the learning, upload any images or work and then receive feedback directly from the teaching staff related to each piece of learning.

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:

- We have a small number of devices to loan to families to use for remote learning. These devices remain the property of the school and a loan agreement will be signed by the parents receiving the device to ensure liability is clear. These will be issued to families in the first instance where we know that access to remote learning is limited due to non-availability of tech. If there are any devices left after this allocation, we will alert parents and they will be issued on a first come-first served basis.
- Where there are instances where online access is problematic, staff will print work and leave it for collection at the school office. If a family is isolating, work will be delivered.
- Where work has been printed for a family, parents can choose to take photographs of the work and email them into school or can return the work back to the office for the attention of the Class Teacher. Feedback will be given in this instance via telephone and/or ParentHub Direct Message.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- Live aspects of each day-the children will be invited each day to an online registration via Teams and an end of day session with the Class Teacher.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home (CGP Booklets and Novel Study texts will be made available to use 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 (as per the 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?

- Most of the learning that is placed online should not need huge amounts of adult support in order for a child to complete. The younger the child is, there will be the need for the learning to be assimilated and explained. As your child progresses through the school, greater levels of independence can be expected for children to be able to read, understand and complete the learning. Parents can check understanding and ensure that your child has tried their hardest and been the best that they can be.

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

- We have set up live daily online registration sessions which are accessed via Microsoft Teams. As well as this, there are end of day sessions where the Class Teachers will check in again with the children working at home and read a story.
- We will hold live collective worships daily for the children to engage with and these will be held via Microsoft Teams at 1pm.
- We will download attendance lists and check against the amounts of work being accessed and turned in on a weekly basis.
- Where we have concerns that a child is not accessing learning, we will firstly contact the parent of the child to discuss the reasons for non-engagement and put a plan in place to monitor the child's participation in future lessons.

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:

- All learning submitted will receive feedback from the Class Teacher via Microsoft Teams. If work is submitted in another form, then the teacher will respond in the same way (i.e. via email). Feedback will also be provided via the online live sessions in a more generalised manner to discuss whole class feedback.

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:

- Children with SEND will have their work differentiated to meet their needs-if a child has an EHCP and is accessing remote learning then work will be specifically tailored to meet the needs of the targets set in the document. Higher levels of communication will be instigated to ensure that pupils are able to access learning and this will be checked and assessed in line with the expectations set by the Class Teacher.

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, there should be no difference to their ability to undertake the work, unless they are unfit to do so. If the child/family has issues with accessibility of technology, then we will deliver work and work out a plan for this to be returned to us and for increased telephone communication during this time.