



Marton Manor Primary School Remote Education.

Information for parents

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?

Children will already have their log in details for See Saw. If you can't find this information then please contact us at the class teacher's email address e.g. mryear1@martonmanorprimary.co.uk or at martonmanor@martonmanorprimary.co.uk and tell us your child's name and class. We will then ensure that the class teacher sends you the information.

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, if parents have requested paper packs of work children may not be able to access videos and online work. They may also miss out on live and recorded sessions.
- Some of the practical elements of our teaching will be modified to allow for lack of space, equipment or staff supervision. We will sometimes use video clips to illustrate teaching points or ask children to do activities at home using materials readily available. Some online reading resources will be available to pupils using MyOn and other software e.g. Renlearn links (so that pupils can still quiz after reading books), Times Tables Rockstars, Spelling Shed, Purple Mash, E-safety and IT programmes online.

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?

Our school uses See Saw learning platform. We will also access materials for Oak Academy, White Rose Maths and other resources for which links will be provided. A daily overview will be provided so that children have a clear idea of what they need to complete within the day and post.

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 applied for laptops from the DfE and will prioritise key stage two pupils and those who have a social worker or are in receipt of Pupil Premium.
- We will lend laptops to parents as these become available and will ask parents to sign an agreement to say they will return them in good condition when remote learning has ended. We provide routers or dongles to enable internet connection.
- We can send packs of work out and have already sent out workbooks for English and Maths to support other learning. Parents can ring school on 01642 285001 to request work packs within office hours or email us. We will check in with parents to see how much of the work has been completed and when further work is needed. Parents can photograph children's work or teach older children to do this and submit it for marking or feedback. Alternatively they may send the completed pieces of work back to school at frequent intervals. This allows teachers to see how the child is coping and what they need next.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, CBBC programmes that complement the curriculum work being covered)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- class discussions e.g. via Zoom
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- online reading activities (and comprehension exercises for children in Year 2-6)
- practical activities e.g. for p.e., art, music and design technology
- short term project work and/or internet research activities (used sparingly)

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 would like children to engage in remote learning every school day and to do their best to complete all the activities set by the class teacher. Teachers and teaching assistants will be monitoring engagement of pupils and will contact parents if they have any concerns in this respect or to offer support with any technical issues or difficulties for pupils in engaging with remote education
- Parents are asked to establish routines for learning and regular breaks, as well as guidance and checking of work that the child has completed. Whilst we encourage children to complete work independently wherever possible we recognise that younger children and older children with special educational needs will need more support from adults e.g. hearing their child read, explaining instructions for a task and providing plenty of encouragement and praise for their efforts.
- Parents are also asked to remind their child of the need to follow our e-safety rules and to stay focused on the tasks set. They should report any e-safety concerns to school and there is a section on our website with information on e-safety and how to report concerns.

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

Using the daily overview sheet parents can check that children have completed all the tasks for the day. Teachers will keep checklists of the work set and pupils who have completed it. School will contact parents if concerns arise as quickly as we can to offer support with any difficulties they may be experiencing in relation to remote learning.

For children working on paper packs we will contact parents weekly to check on children's progress. Alternatively parents can contact us if they need any support with this in between our calls.

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 with the group are also valid and effective methods. Teachers may record individual feedback voice notes for children to hear or may mark work using short comments or annotations. Children may also be asked to improve a piece by using editing or simply finding more ambitious vocabulary choices.
- If work is submitted daily and before the end of the working day it can be marked within 1-2 days. If it is completed later in the week we will mark it as quickly as possible to ensure that the child still remembers what the work was about and has time to process 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:

- Pupils with SEND may require lots of over-learning and repetition to become secure with a skill or concept. Some children will need physical objects to help them to complete a task e.g. using buttons for a counting task or using sweets to learn about number fractions.
- They may need learning to be broken down into small steps and the task may be scaffolded, with scaffolds taken away gradually to enable pupils to become more independent.
- They may require more teacher direction and this can take the form of voice recordings which may make it easier for the child to process than written feedback.
- For pupils working well below age related expectations or younger pupils with special needs a more personalised programme of work may be needed to cater for the child's specific learning needs.

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?

Pupils will be given the same work as pupils in class each day as far as possible, and the work will reflect what has been planned across the week. This is more straightforward for pupils who can access e-learning. Pupils who need work packs may need to wait for them to be posted out unless they can be collected by someone who is not self-isolating. There may be fewer teacher prepared resources as staff may struggle to find time to produce these but links to other resources will reflect the work being covered in class. The work will be carefully sequenced and will be both meaningful and ambitious, just as it is for other pupils.

Work will cover a number of different subjects and will be designed to allow children to use recall and practise, to help make learning memorable and to improve understanding.

It may take a little longer for work to be marked due to the competing demands of teaching a class and producing remote learning. This is particularly the case for children using work packs. The process can be speeded up if parents or children can photograph the completed work and send it to staff promptly.