



REMOTE LEARNING OFFER: 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 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. Children may be directed to the sites we use for online learning, previous activities added to the school website or those on Seesaw.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We have had a remote education system in place since June 2020. This means that we can respond immediately to children needing to self-isolate or a full national lockdown. Children will have activities set for them on Tapestry (for children in Nursery & FS2), or Seesaw (for children in Y1 & Y2).

In the first instance, planning and resources will be available via the school website. After the initial set up period, children in KS1 will access remote learning each day via SeeSaw. All children in KS1 have individual SeeSaw accounts, which means all children can access remote learning at home. In addition to screen-based activities, school will also provide printed work packs to match the online learning or the provision happening in school. These will be available, alongside other learning resources, from the School office each Monday from 10am.

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, class teachers have matched learning resources with existing online exemplifications and videos wherever possible to ensure that all children whether in school or at home have a consistent offer.

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:

Foundation Stage	Although not statutory, Reception children will be provided with a minimum of 1 hours focused work per day. Children in nursery will be provided with a minimum of 1 hours suggested activities, stories and play based learning options.
Key Stage 1	Children in Year 1 and Year 2 are provided with approximately 3 hours of work per day.

Accessing remote education

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

At Overchurch Infant School we use Tapestry for remote education in Nursery in Reception and Seesaw in Year 1 and Year 2.

Tapestry provides children with a Phonics, Maths and English task and videos from class teachers in the year group. We provide feedback via this portal and keep track of the areas of learning within the Early Years curriculum.

Seesaw enables each child to access daily work, which is posted by teachers in each year group. When the work is complete, the teacher can provide feedback or comments to your child.

We also provide a number of online education sites to support children's learning and the work posted on Tapestry / Seesaw. Children have access to Reading Planets, Spelling Shed and Numbots using their unique username and password. All of these sites are valuable resources to supplement remote 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:

- Providing weekly printed resource packs to match the learning taking place in school and remotely
- Printed weekly overviews of learning expectations to allow parents to plan opportunities around online learning resources at home when other family members do not need to utilise devices
- Data SIM cards readily available from School Office to provide all families with addition internet data functionality at home.

How will my child be taught remotely?

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

- Recorded videos by class teacher uploaded on Tapestry / Seesaw
- Uploading daily worksheets and activities
- Recorded teaching of exemplifications, story time and general pupil interaction
- Printed paper packs produced by teachers
- Online reading and spelling resources

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 all children to engage with remote education. We set an approximate number of hours' work per day, but each individual home situation will dictate how much of this is completed. Whilst we understand the difficulties of remote learning, we expect the following of children and parents at home:

- Pupils to regularly engage with online learning via Tapestry / Seesaw
- Pupils and parents to send photographs or videos of home learning completed
- Collect individual work packs to support home learning if required
- Parental support using the exemplification videos and worksheets available
- It would be ideal for parents/carers to set up a structured routine at home to support the child and the family. Parents/carers may be working from home and this may help all parties understand what needs to happen and when

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

- Teachers in KS1 will check and respond to Seesaw at least twice daily
- Teachers will provide feedback by adding an audio or written response to work where required
- We check the data from our online sites regularly to see if your child has engaged with the work and check where they are up to.
- Where we are concerned about your child's engagement, we will call home to discuss the reasons and offer support.

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. In school, we practise focused marking. This means that not every piece of work will be fully marked, but they may be similarly acknowledged online with a 'like'. The teacher may be focused on a certain group of children for that piece of work (just like they may do in the classroom). Whole class feedback may take the form of a class video to be shared with everyone where individual feedback might be left in a comment or voice message using Tapestry / Seesaw. Assessments will be drawn from work provided from home and next steps commented on where necessary to move learning forward.

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:

- Class teachers will prepare work to support children with SEND. We will create separate paper-based work packs to ensure children receive appropriate work
- In our youngest classes, the class teacher/teaching assistant will provide a work-pack to practise certain skills that they may have been working on in school.
- Some children will be invited into school to ensure that their needs are met, where there is adequate space/support.

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?

- The work set for isolated children will not differ greatly from the work in class.
- What is taught will be part of a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.