



**Marriott
Primary**
Achieving Together

Remote Education: Information for Parents

2020-21

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire school, cohorts (or bubbles) to remain at home.

The Remote Learning Leads in School are: Assistant Headteachers: Mrs J Carnall and Mrs H Stevens.

Live learning is defined as learning that pupils access through live and/or pre-recorded lessons. As a school we recognise different approaches to remote education as suiting different types of content and pupils.

- As a school we endeavour to provide the full curriculum during anytime remote education needs to be accessed by any pupil. Below is details of how this will be achieved for each subject area.
- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

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 on the first day or two of pupils being sent home?

In the first few days you will be contacted via ParentMail and Class Dojo. Children have log in details to access our online provision on Class Dojo.

If parents would prefer for children to work without technology, a paper pack will be compiled by the class teacher. Parents can request paper packs through Class Dojo or by contacting the school office.

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?

As a school, we teach the same curriculum remotely as we do in school.

There are some adaptations with certain subjects such as;

- Science due to the possible equipment implication

- PE due to the possible equipment implications
- Art and DT due to the possible equipment implications
- Music due to the possible equipment implications

We have high expectations for our remote education provision, we endeavour to provide appropriate learning that is accessible at home to ensure maximum pupil engagement every day.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

As a school we aspire for our remote education provision to be ambitious and high quality. We expect that remote education (which includes the teaching and independent work elements) will take pupils broadly the below number of hours each day.

Note: the suggested timing below is not to be used as a guide for active screen time or written learning only. Learning will be varied where possible and regular breaks and active learning are also encouraged especially for younger children and those with SEND needs.

- EYFS: 2 - 3 hours a day, with a focus on active learning
- Key Stage 1: 3 hours a day on average
- Key Stage 2: 4 hours a day on average
- SEND – Depends on individual needs but aim is to be doing the same as their year group but with added breaks and sometimes more tailored learning.

Accessing remote education

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

School will fully support your child accessing online provision.

All work is set on Class Dojo and includes daily recorded session and follow up activities. There are also live interactive lessons throughout the week on Microsoft Teams.

Pupils will need the below to access remote education:

A compatible device as listed below

A laptop/desktop computer

- iPad or a Tablet (Amazon Fire Tablets are not compatible)

Downloaded apps (for iPads and Tablets only)

- Microsoft Teams
- Class Dojo

Please note, if your child cannot access remote learning, please contact the school office.

Setup for Laptops/Desktop Computers/Ipads/Tablets to access Classdojo/Teams

1. Invitation to join Class Dojo are sent through parent's email address.
2. Invitation to join live team session are accessed through parent's email address.

For technical support please contact the office or class teachers via Class Dojo.

If my child does not have digital or online access at home, how will I support them to access remote education?

Where possible, we aspire to support pupils with access to, WIFI and a laptop/tablet from school to use at home. Pupil Premium children will be prioritised. If parents or carers require further information, please contact the school office.

Parents should contact the school office if they require help with internet costs.

How will my child be taught remotely?

All work will be set on Class Dojo daily by the teacher in line with the weekly timetable for all children. These lessons will be recorded and are able to be accessed at any time. Children are expected to upload their work on the Classroom Portfolio section. These are checked and marked on a daily basis and monitored for pupil engagement.

Any child not uploading work is contacted on a weekly basis by school staff.

In addition to Class Dojo, all children will be invited to participate in regular live sessions on Microsoft Teams. These will be to discuss the work set for the day/week and may include additional maths and phonics/reading sessions.

Teacher videos focus on pre-teaching for key concepts, common misconceptions, modelling key strategies or teaching of fluency objectives.

Feedback on learning, dependent on the context, will be provided to praise and/or address misconceptions.

Class Learning will be supplemented by a variety of pre-recorded sessions located in specific classrooms, set up on Class Dojo, these include an Assemblies room, Well Being Room, French, Art and Crafts, Phonics.

Maths

- White Rose Maths - Each child from Years 1-6, whether in school or learning at home, will be provided with a White Rose Maths Workbook. All maths lessons on Class Dojo will be linked to the workbook and during the Microsoft Teams lessons there will be an opportunity to go over key skills and to address any misconceptions. Answers are also available through the White Rose website as well as further information for parents with supporting with maths.

- Arithmetic (Fluent in 5) - Children are presented daily with a range of maths questions which help them to practise addition, subtraction, multiplication and division problems specific to their year group.
- EYFS – Children will be provided with sessions and activities to practise maths skills e.g. counting, recognising numbers, shape, addition, subtraction. They will also have a main maths teaching session with a practical focus.

Reading

- CPG Reading Comprehension Work Books - Each child from Years 1-6, whether in school or learning at home, will be provided with a CPG Reading Workbook. On a weekly basis, children are signposted as to which reading comprehension they are to complete. Children have been provided with books which match their reading age. Live Teams sessions will be held with each reading group to review the comprehension and to look at the text in more detail.
- For EYFS phonics activities are provided on a daily basis and a recording of a class story is shared and children encouraged to take part in the reading of the story. Shared reading videos are also provided.
- Additional phonics, sight word and reading rooms are available on Class Dojo and children and parents will be signposted there by class teachers.
- SEND – depending on need children will access their year group pages but can also be signposted to the Hub room and other rooms mentioned previously. Class teachers will work with the SENCO for a tailored approach for SEND children.

Writing

- Modelled/shared writing sessions and follow up tasks are posted daily on Class Dojo. Children will have the opportunity to discuss during their live sessions. Writing is based around a theme, book or story.
- Handwriting, grammar, sight word, phonics and spelling sessions are uploaded daily with follow up activities.
- Children can also be signposted to various rooms on Class Dojo for added support.

Foundation subjects

- There will be one Science and one History or Geography video lesson with follow up activities uploaded weekly. Children should upload their work to their class portfolio where any misconceptions will be addressed via teacher/ta comments.
- A variety of RE, PSHE, Music, Computing, Art or DT lessons (video and follow up work) depending on the topics are taught on a weekly basis.
- Children should upload their work to their class portfolio where any misconceptions will be addressed via teacher/ta comments. There is also a wellbeing and Assembly Class Dojo page which supplements these subjects and provides support for children and parents.
- PE lessons and activities will be posted on Class pages or children will be signposted to the PE room on Class Dojo or the Wellbeing room where there are also a number of PE related activities posted.

- Some of these sessions will be different for EYFS but a range of appropriate lessons and tasks related to the EYFS curriculum will be provided.

Modern Foreign Languages

- Children will continue their in class learning of French using the school's personalised resources in the French Class Dojo room which is updated every Wednesday.

Well-being

The wellbeing of our pupils is our top priority and creating time within the timetable to facilitate opportunities to focus on well-being is vital. Well-being activities will be shared via Class Dojo for pupils to complete and these will include a range of activities such as: time for mindfulness, guided meditation, art and physical activities as well. In addition to this, children will also be given opportunities to have screen free days where they are encouraged to do things like cook, bake, garden, do puzzles and other practical tasks. Ideas are provided beforehand via Class Dojo.

PSHE topics that can work well for remote/home learning at this time include:

- Handwashing and other strategies to educate against Covid 19 infection transmission
- Ways of promoting positive mental health and emotional wellbeing
- Sleep and good sleep habits
- Balancing time online with other activities
- Managing online friendships and social media
- Maintaining physical activity and healthy eating habits
- Shared responsibilities in caring for others

Many of these issues are also looked at on our Wellbeing Class Dojo page.

However, not all PSHE education topics are appropriate to deliver via remote learning.

- Some topics covered in PSHE education are complex and sometimes sensitive. In these cases, pupils should engage with such topics in discussions and activities facilitated by a teacher, within a safe classroom environment rather than via remote access.
- Completing work or researching certain PSHE education topics may lead pupils to access websites that may be unreliable, inaccurate or harmful.
- PSHE education will be taught progressively in a carefully sequenced programme

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?

As a school we have high aspirations for our remote education provision. Detailed below is the recommended remote learning that will be available for your child/children:

- The suggested timing above is not to be used as a guide for active screen time or written learning only. Learning should be varied where possible and screen breaks built in.
- We expect all children to engage daily with the learning set from school.
- They must participate in at least 2-3 hours for EYFS 3-4 for KS1 and 4 -5 hours for KS2.
- Staff will provide detailed explanations of learning on Class Dojo and Microsoft Teams and will tailor the learning to meet the needs of all children.
- Parents need to encourage the children to have a go and follow the lessons. Teachers can support children through Class Dojo and Microsoft Teams if they are unsure.
- If parents are finding engaging their child a challenge the teacher will call and work through issues with each family as needed.
- Parents will use the information provided from school to ensure the children are aware of the timetable for the day ahead.
- Pupils and parents will also receive weekly communication from school regarding the learning for that week.
- We are expected to monitor and record engagement so you will receive calls from school if children are not attending live sessions or posting on Class Dojo to see if there is anything we can do to support you with remote learning.

Please also remember, school staff are very happy to support any queries, questions or concerns do not hesitate to contact the main office (0116) 283 2433 or email office@marriott.leicester.sch.uk or by contact your child's class teacher through Class Dojo.



REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



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

Due to our Class Dojo and Microsoft Teams remote education provision, we will be able to track pupils' engagement levels. Work packs can also be requested and provided. As a school we expect all pupils will engage daily with remote education. Teachers will be completing daily tracking logs and if your child/children do not access the remote education provision, school will then work with you to support you.

If pupil engagement is a concern, you will be contacted by the class teacher or another member of our school staff. They will listen to any concerns, work collaboratively with you and offer support with practical advice.

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. Work will be discussed during live sessions and comments made on Class Dojo portfolios. Our approach to feeding back on pupil work is as follows.

Feedback and marking

Every piece of work submitted by a child will be acknowledged by the teacher or member of support staff.

We will be utilising a variety of assessment methods within our remote education provision. It is critical we adopt a flexible approach to feedback on learning due to the varied context of work across the curriculum. The aims of providing feedback will be provided to praise to ensure high engagement and/or address misconceptions. Feedback will be provided via Class Dojo so both parents and pupils can see it which may prove useful in this situation.

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 are very aware of the difficulties of younger pupils (EYFS & Y1) accessing remote learning and detail the adapted provision below.

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:

For pupils with an EHCP or are LAC, they will be invited into school to access face to face teaching as recommended by the DfE. For other pupils with SEND, the teaching detailed within this guidance will be adapted to meet the needs of pupils. SEND pupils have a wide range of

specific needs. Their teachers and schools will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to be in place in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Class teachers, with the support of the SENDCO and the hub team, must ensure the needs of all children with SEN, EAL and LAC, and those entitled to the pupil premium, are being met. This may be through the following methods:

- The SENDCO and teachers will work collaboratively with parents to ensure appropriate remote education, this may include translated learning booklets or appropriate sections of the booklets.
- Modification of booklets and resources so all SEND targets are the focus during remote learning.
- Providing educational resources for children to take home - Numicon, coloured overlays, etc.

Social story booklets to explain the relevant national lockdown rules and how their return to school will work. Depending on the needs of individual pupils, it may be appropriate for schools to arrange live or recorded messages of reassurance and guidance. This all would need to be completed with safeguarding measures in place.

There will be tailored live sessions and work packs provided alongside the normal resources for children's year groups and children can also be signposted to relevant Class Dojo pages.

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. Children will be provided with a work pack and regular check ins will be done to support. Children can choose to upload completed work to Class Dojo or return the paper pack to school. If appropriate children will be signposted to complete relevant parts of their work books.