



## **Remote education provision: information for parents**

'Remote learning' or 'home learning' are the terms used to describe the way that pupils continue to learn from home during periods of whole or partial school closure. Or pupils having to self-isolate due to close contact with Covid-19.

We are using Seesaw as a platform for our remote learning. Here teachers can post lessons, make announcements and offer feedback on pupil's work. Pupils are expected to log on and access the daily lessons that teachers post.

## **The remote curriculum: what is taught to pupils at home**

**Following the first few days of remote education (as systems are put in place), will my child be taught broadly the same curriculum as they would if they were in school?**

DfE guidance states that pupils should be in receipt of at least:

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

of remote learning.

- 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, PE, art and DT (due to resources and space available at home).

## **Accessing remote education**

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

We are using Seesaw as our online home learning platform. This can be accessed via web browser or by parents downloading the app. We will also continue to direct pupils to use online learning platforms for reading and maths. These are Bug club and TT rockstars.

## **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 number of DfE assigned devices that are available for pupils to take home. If parents or carers need a device they can communicate with class teacher or apply to the school office.
- If any families need internet connection again they need to contact the school office or communicate with class teachers to arrange how we can support with enabling an internet connection (for example, routers or dongles).
- If (as a last resort) pupils need to access any printed materials, they can communicate with class teachers and collect paper packs from the school office.
- If pupils are not completing work online, they are to keep written work in a folder and teachers will review when our pupils can submit work to their teachers if they do not have online access. Teachers will communicate with pupils who are not accessing online work via telephone calls.

## **How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- Recorded teaching over presentations video/audio (online lessons)
- Video demonstrations
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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:

- expectations for pupils' engagement with remote education – be ready and willing to complete the learning that your teachers provide for you. Upload your work and respond to any feedback that teachers provide.
- expectations of parental support include setting routines to support your child's education, providing a safe, quiet and warm area for your child to learn in, provide support to allow children to access these resources.

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

In this section, please set out briefly:

- Teachers can provide feedback on all work that is uploaded to Seesaw. Work will be checked daily (throughout the day) making feedback as live as possible.
- If teachers have a concern about pupil's engagement with home learning they will contact parents via telephone calls or email.

### 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. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Acknowledgement of completed work
- Constructive feedback to move learning forward.

### Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) are not always able to access a chronological age related curriculum independently. We will work with parents and carers to support those pupils in the following ways:

- For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Set learning tasks is differentiated by class teachers, who know the children and their learning needs the best. This differentiation is in place to enable children to work as independently as possible.
- Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Classroom staff and SENCo will make regular contact with all children who have special educational needs and disabilities. If you require any further support for your child, please contact Miss Gore (SENCo) directly to discuss this at [c.gore@northcote.liverpool.sch.uk](mailto:c.gore@northcote.liverpool.sch.uk) or call the school office and ask for Miss Gore to call you back.
- Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach. Children with EHC Plans are eligible and encouraged to attend school (the children who will

### **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?**

This will follow the same structure as outlined above. The child who is self-isolating will pick up the same work as the pupils who are completing home learning.