



# Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

## Providing Remote Education Information for Families

January 2021

When reviewing this document, please also see the school's full Remote Education policy, updated in November 2020.

Our remote education offer has been reviewed, following a bubble closure in November 2020. Family feedback provided us with useful information to provide adjustments to our provision. These can be found in the full policy, displayed on the school website.

### What is remote education?

Remote learning involves teachers and children working together to set, complete and feedback to learning tasks undertaken away from the school site.

### When may remote learning be given?

In the event of children being away from school, tasks to be completed at home will be set by the class teacher. Absence may include:

- National or local lockdown measures
- Absence related to Coronavirus (including isolation due to waiting for test results and in the event of a positive test)
- School bubble closure
- Continued absence where a child is well enough to complete work, but not attend school (e.g. one or two days absence due to a cold, or stomach bug)
- Planned medical absence

### How will remote learning be set?

All children at Sleights have a 'Tapestry' account. This is used throughout the school day to day to record achievements and maintain an ongoing learning dialogue between home and school.

As Tapestry is in place, well established and known to children and their families, this platform is used to set, submit and feedback to all home learning tasks.

### Will my child be taught broadly the same curriculum as they would if they were in school?

Home learning will be set daily on Tapestry and this will be accessed for all day to day absences for individual children. This work will broadly be the same tasks and activities that are being completed by the children remaining in school.

However, in the event of a full bubble closure, work will continue to be set on Tapestry. For those families wishing to access paper based activities, a workbook for each child is provided. Workbooks are for English and mathematics and are set at age related expectations. Families will continue to access Tapestry to see work set each day. However, tasks included will a choice of non-paper activities shown on Tapestry, or direction to a particular page within the work books.

In response to family feedback, work set on Tapestry will be shared with families the day before it is due to be completed, to allow families to prepare. This means that work will be posted to Tapestry at 6.00pm the evening before work is due to be completed.

## Remote teaching and study time each day

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

The Department for Education set minimum expectations for remote education. This includes teaching and independent time to complete work set.

In Key Stage 1, this time is equivalent to, on average, three hours a day, with less for younger children.

In Key Stage 2, this is four hours.

## Accessing remote education

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

As a school, we use our digital platform 'Tapestry' to set and respond to all work. As a tool used across school to showcase learning in school, this platform is something known to families and already in use.

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

We recognise that not all households will have enough devices for children to work remotely at the same time. We also know that some households prefer not to have their children working on a device for long periods of time. Therefore, we have made the conscious decision to avoid remote learning in this way. Tapestry enables a user to have access to set tasks, which can then be completed at home without the need for digital technology.

To further support those families who prefer to use paper based learning materials, school has issued workbooks to every child in each class for English and mathematics. For those not accessing Tapestry, work is completed using these as an alternative, with direction from the class teacher. Furthermore, where requested, or in discussion with school staff and families, individual activities are provided in paper format to children, for example, a parent has requested additional work in a particular area.

A resource box is kept outside school for all paper tasks to be passed between school and home safely, with quarantine periods in between.

The school has a number of devices which can be loaned to families, in agreement, to further support home learning if requested. Additional support can be provided by school to enable internet access. This information is discussed with individual families, depending on their own circumstances. Staff

are in regular contact with all families (at least weekly) to establish the level of support required for each individual household.

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

We use a combination of approaches to support teaching and learning remotely. These include:

- Recorded teaching sessions (led by school staff)
- Tutorial videos (as directed by teaching staff, including Oak National resources)
- Activity sheets and questions, which families can print off at home if they choose, or use online
- Paper workbooks, as directed by school staff

School staff will also keep in regular communication with all families, enabling them to provide bespoke and individual support to each child and family. Resources and teaching is tailored and personalised as a result of such conversations.

### **Engagement and feedback**

#### **What are your expectations for my child's engagement and the support that we as families should provide at home?**

We understand the challenges of working at home and managing remote education. Whilst work is set daily by school staff, we do also recognise that families will establish their own individual approaches to managing periods of home learning.

Sleights will support all families in establishing these.

We ask that families support their children to engage in learning when not in school, but recognise that this learning may be different for each household. Our main expectation is that children continue to access some form of education. For some families, this will include completion of the curriculum tasks set on Tapestry, but we also know that some families will choose to create their own curriculum.

Our focus is on maintaining happy, healthy children and their families. To support this, families are asked to engage on the telephone with school staff, establish learning routines (although tasks will differ for each house) and share what they have been working on at home with us. For many families this is through Tapestry, whereas others will share on the telephone.

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

Every family is allocated a member of staff, who becomes their point of contact during absence from school. A range of evidence is used to support staff in checking engagement, including reviewing completed work and discussion with families.

Through at least weekly conversations and ongoing review of engagement with Tapestry, checks are made on pupils' level of access to remote education. Staff will keep a record of engagement to review over time.

Where there is a concern about engagement levels, we will inform families through telephone conversations.

### **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. School staff will respond as soon as possible to any work uploaded to Tapestry, providing written feedback. In addition, feedback will also be provided through telephone contact with families. This verbal feedback will take place at least weekly, or sooner if concerns are raised, or support is required.

### **Additional support for pupils with particular needs**

#### **What are your expectations for my child's engagement and the support that we as families should provide at home?**

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 families to support those pupils in the following ways:

- Increased telephone contact to ensure wellbeing checks are made on family members.
- Providing individualised curriculum resources, including additional, practical resources, which maybe delivered through the school's resource box or directly to the family.
- Establishing a curriculum offer which ensures that contact is maintained with external agencies and programmes of work established by them.