



Remote education provision: information for parents

In these uncertain times, full or partial closure of school depending on the local Covid-19 situation, is inevitable. During autumn 2020, there were many occasions where individual children needed to self-isolate and remote education provision was provided for these children.

Communication during full or partial closure or during self-isolation

During times of partial closure we can be contacted as usual on 01782 898005 or via office@maybank.staffs.sch.uk

The main source of communication between the teacher and home when remote education is taking place is Class Dojo. If you are unable to access this, then please contact the school and we will provide assistance.

What do we mean by remote education?

Remote education means any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. Remote learning delivered through digital technologies is known as online learning or digital remote education. Remote education is a means, not an end.

The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more.

The digital platform or digital technologies are the tools by which we deliver the curriculum

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

There are many digital platforms that schools use to share their home learning. Some examples you may hear include Purple Mash, Showbie, Tapestry, Padlet, See-Saw, Class Dojo, Learning Book, Google Classroom, Microsoft Teams, to name a few!

When using digital remote education, the platform we use shouldn't be too complicated to use. Just as we don't need 'all-singing, all-dancing' lessons in the classroom, remote education often benefits from a straightforward and easy-to-use interface (Ofsted January 2021)

Our main digital platform for sharing remote learning is class Dojo. This is an online platform used by teachers to assign, collect and review pupil work. This is the means by which we currently send and receive homework and is therefore familiar.

- It keeps work organised by classes and every child and parent has access to the school story, the class story and a portfolio which is private to the child.
- It enables children to complete some activities directly onto the screen which can then be returned back to the teacher. Other activities will be completed directly into your child's exercise book. A photograph can be taken of the work which is then sent back to the teacher.
- It enables home/teachers to communicate.
- It has also been used successfully to support remote learning for children self-isolating.

In addition, we also subscribe for children to access the following digital resources:

- Espresso
- Espresso Coding
- Oxford Owls (Reading)
- Rising Stars (Reading)
- Spelling Shed
- Maths Shed
- Learning Book (EYFS)

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

Every family is different and access to technology is equally so. We know that some pupils are sharing technology with siblings and parents who are working from home.

You may see posts in the media indicating that schools can access devices from the DfE. The allocation for our school in the autumn term and in January was 0. We will continue to monitor this.

If you require help to increase mobile network data, please get in touch via the school office or dojo and we will try to access support for you.

Where a pupil does not have access to online resources, we will provide printed materials where requested. These will be available on a weekly basis. Please contact us as soon as possible if you need them. These can be returned to school for marking and feedback on a weekly basis when a new pack of printed resources is collected.

The remote curriculum: what is taught to pupils at home

A pupil's first few days 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. There are many dynamics which affect the remote learning capacity, including:

- the numbers of pupils accessing critical worker places in school and
- staffing capacity.

The number of children accessing Critical/keyworker places is very high. All teachers are full-time class based. We do not have people working in school or from home to solely deliver remote education.

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?

Wherever possible and appropriate, we align the remote curriculum with that taught in school. At times, there may be the need to adapt the subject content, for example because some aspects are difficult to teach remotely and would be better taught face to face on return to school.

Adaptations will be required in some subjects. For example, children will be given signposts to physical activity but will not access the PE lesson as they would usually do in school. Music is another aspect where the remote provision offer may be different to that usually be covered in school. For example, where children would usually be learning to play a tuned instrument, we would provide remote musical opportunities and pick up on elements missed during full or partial closure on return to school.

How will my child be taught remotely?

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

- A recorded teaching sequence e.g. video/audio recordings made by teachers in school. This material is prepared by the teacher and accessed by the pupil at a later date. PowerPoints made by the teacher may be used. These are the flipcharts used in school converted to a PowerPoint for easy access at home. This material is prepared by the teacher and accessed by the pupil at a later date.
- Oak National Academy lessons – recorded lessons – promoted by the DfE
- White Rose Maths – recorded lessons – produced by the DfE
- Commercially available resources supporting the teaching of specific subjects or areas, including video clips or sequences
- Digital resources to assist the delivery of the curriculum e.g. Espresso
- Digital resources to enable children to rehearse and practice skills e.g. Spelling Shed, Maths Shed

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

Key Stage 1 – We are required to provide a minimum of 3 hours remote education per day (including remote teaching and independent work) which may be less for younger children. Our daily timetable will usually consist of: a Foundation subject (PE, Science, RE, PSHE, Geography, History, Art, Design & Technology, Music), English, Phonics and Maths.

Children will also have access to:

- Oxford Owls & Rising Stars (Reading)
- Phonics Play
- Spelling Shed
- Maths Shed
- Espresso
- Learning Book (EYFS)

Some children may complete everything. Some will complete less. We kindly ask parents to support what they can.

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?

It can help by having a set routine so that children know it is learning time.

Children should engage with some remote education on a daily basis where at all possible. We fully appreciate that there are parents for whom this may not be practical. In such situations we would ask parents (or support bubble adult) to assist where they can so that children submit something on a daily basis.

We are also aware that some children are catching up with learning at another time of the day/week at the request of the parent and this is equally acceptable.

We are extremely grateful for the efforts you are making.

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

We review learning portfolios every day. We also keep a record of work returned to the teacher. Doing this enables to see where individual children are engaging and also if there are any aspects of the curriculum that individuals are avoiding. We may then need to tailor remote learning to address this.

We will contact parents if there is no engagement to see how we can help. For example, by printing work out.

How will you assess my child's work and progress?

We will feedback on work every day. Feedback can take many forms and may not always mean extensive written comments for individual children. Sometimes we may provide whole-class feedback. When reviewing work, staff will ascertain what is working well and note where there have been collective misunderstandings that we can address in another lesson.

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 will tailor resources to meet the needs of the child and respond to individual needs directly with the parents/carer. Please speak to your class teacher in the first instance.

We will continue to develop remote provision week by week as capacity and needs change.