



Kingshurst Primary School – Remote Learning Offer

Remote education provision: 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 refer to our remote learning policy which can be viewed on the school website.

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

Children will have immediate access to online subscription sites through personal logins, activities will be assigned to match their age and ability. A pack of work will be available* by the end of the first day of isolation, to be completed daily and covering all areas of the curriculum depending on the age/stage of the child. This will include web links to any videos matching learning in school. *(This can be collected or sent electronically)

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 to make them work effectively online. Our school website is used as a portal via the 'Home Learning' tab, to enable teachers to seamlessly continue to provide the well-planned and sequenced curriculum that is taught in school when your children are transitioning to remote learning. Microsoft Sways provide a method for teachers to share materials with pupils and parents via a single web link. It can be viewed on different devices such as mobile phones, tablets, a laptop and computer making it very accessible.

Sways can be accessed as many times as needed. They are interactive so provide a way of preserving a connection with school and teachers during extended closure scenarios. Teachers use their class sway for announcements, explanations and other news style communications, along with links to You Tube, White Rose, or other webinars related to the school's curriculum. Video material is added directly to the Sway and teachers embed PowerPoints and Word documents directly. Teachers aim to achieve high engagement through using a good mix of visual stimuli, including: built in quizzes, voice over PowerPoints, video instruction and storytelling sessions. Lesson resources are all transferable using this platform, so the taught learning journey is in no way affected by remote learning and children experience a 'normal' school day. Modified materials are provided to support those children who need more scaffolding in learning and to extend higher ability children.

Remote teaching and study time each day

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

Pupils will have daily Maths, English and phonics, along with a foundation lesson in line with our broad and balanced curriculum. Pupils will also complete a number of independent tasks using software and platforms the school have a subscription to in order to maintain and develop fluency, such as times tables, maths and reading activities. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS (Reception & Nursery)	We aim to provide work for a maximum of 3 hours each day.	Not all of this learning will be online, play based activities away from a device will be given high profile along with time spent reading with an adult.
Key Stage 1 (Years 1 and 2)	We expect children to be working for 3 hours each day.	Not all of this learning will be online, some work can be completed independently on paper away from a device.
Key Stage 2 (Years 3 to 6)	We expect children to be working for 4 hours each day.	

A weekly timetable is provided for each year group. We also recognise the importance of good mental health and wellbeing by providing children with opportunities to engage with their peers as we consider this to be important socially and emotionally. It is important that children take regular breaks throughout the day and physical challenges are shared by the school Sports Coach in addition to weekly P.E.

Accessing remote education

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

Children will be able to access our school website as a portal for Home Learning. A daily Sway presentation is provided in each Year Group area, offering an enticing visual document that helps with organisation and is compatible with a range of devices. Embedded into the Sways is a combination of:

-  Recorded videos from White Rose (the scheme followed in school)
-  Instructional videos and recorded messages from Class Teachers
-  Voice over PowerPoints
-  Built in Quizzes
-  Other digital content including; BBC Bitesize and Oak Academy, Oxford Owl
-  Online subscription Platforms to support fluency and provide homework/catch-up including: Timestable Rockstars, MyON Reading, MyMaths and Education City.

Class Dojo is used to communicate with parents to send messages, and offer support. There is also an expectation that children share at least one piece of work via class dojo each day.

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:

The school has accessed funding from the DFE to secure laptops/tablets to support children and families who do not have access to a device and/or the internet. A home technology survey identified those in need prior to the recent lockdown. Devices can be loaned from school, parents/carers can collect these at agreed times and are required to sign a loan agreement. Please contact the school office if you need support.

School can also apply for additional data, so can offer you free data through SIM cards and order 4G wireless routers on your behalf if you feel it will enhance connectivity at home. Staff will continue to phone any families who appear to have difficulty accessing or submitting work.

We will ensure that all children have access to a device and all parents/ carers feel fully supported throughout periods of remote learning. Priority is given to disadvantaged children and those with large families. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for remote learning for example, all pupils have already been provided with a home learning book and pencil. Paper copies can be provided for any children who cannot access online work. These can be collected or sent home.

How will my child be taught remotely?

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

The school will deploy and utilise a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. Staff will endeavour to provide content which children are familiar with when in school to support a 'blended' learning approach.

-  Microsoft Sways
-  Classdojo via the Portfolio feature
-  Home Resource packs or CGP Books provided
-  Pre-recorded video or audio lessons linked to schemes adopted in school (White Rose Maths, Phonics)
-  Recorded Teaching (Oak Academy, BBC Bitesize)
-  Our online subscription platforms: MyMaths, Timetables Rockstars, MyOn Reading and Education City
-  Reading and phonics books pupils have at home
-  'Live' Check-ins to support wellbeing
-  'Live' teaching

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?

Kingshurst Primary School is fully committed to working in close partnership with families. We realise that the circumstances that cause our school to close will affect families in a number of ways. Each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. With this in mind, in our planning and expectations, we are aware of the need for flexibility. However, we do insist that every child engages in remote learning, every day. Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure and provides a clear timetable for children working from home remotely. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support any work by encouraging them to work with good levels of concentration. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis. Parents should contact the school if their child is ill or otherwise can't complete work.

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

Class Dojo is the main way to communicate with your child's teacher. Messages can be easily sent between home and school and this is the platform on which we'd like you to share any learning that your child has done at home.

Teachers will monitor engagement daily by viewing any learning shared, completed quizzes and/or tasks set on one of our subscription sites by:

- Providing daily support as and when needed during school hours
- Providing feedback on children's learning sent via Classdojo
- Providing at least one live session each week.
- Providing weekly feedback for the class through the class story on dojo.

If there is a concern around the level of engagement of a pupil/s parents will be contacted via phone to assess whether school intervention can assist engagement.

Parents should communicate via the school office if they have any concerns.

Any complaints or concerns shared by parents or children are be reported to a member of the Senior Leadership Team and any safeguarding concerns are referred immediately to the Designated Safeguarding Lead (DSL).

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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Teachers will provide feedback on children's work by:

- Providing daily contact with pupils (via parents) as and when needed between school hours on Classdojo.
- Sending quizzes through Microsoft Forms embedded into Sways.
- Providing a live meeting each week.
- Providing end of the week feedback for the class

Any work shared via classdojo is viewed by the teacher, who provides feedback, additional explanation or support. They will also signpost children to key points in the Sway that may have been missed or not understood at first.

Online subscriptions such as MyMaths have automated results tracking, which enables teachers to see at a glance if your child(ren) is/are progressing and also allows them to give feedback.

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:

Teachers will continue to set work appropriate for the child and meet their individual needs as appropriate to meet the targets of their PLP. This work will be built into Sways or sent directly to parents via classdojo. Learning support assistants will maintain a higher level of contact with those children they work with, to support them emotionally, help them to organise themselves and support learning. Where possible, specific interventions may still be carried out remotely. Some children may be advised to access learning resources from alternative year groups.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their class or year 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.

(For further guidance on different scenarios, please read our remote education policy on the school website)