

Remote education provision Reception to Year 1: 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day of being educated remotely will look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. It will not be possible for teachers to provide online learning immediately and will need a day to prepare for this.

What should my child expect from immediate remote education on the first day of pupils being sent home?

Where immediate online lessons cannot be provided:

- children may be sent home with a learning letter, which explains to parents the learning for the week
- children may be sent home with a paper pack of resources, a reading book, a sticker containing the login details for each of the online learning websites we subscribe to and, an exercise book in which to complete their work

If the class teacher is unwell, we will endeavour to get learning online as soon as possible, but there may be an extra delay.

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.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the same number of hours as it would if they were in school. Please note this is the total number of hours the child will expect to be engaged in learning, your child's teacher will not be available for the whole time.

Reception	45 minutes per day which can be split up across the day i.e. teacher suggested activity The rest of the day spent following the child's interests, learning through play
Primary school-aged pupils KS1 (Year 1)	3 hours per day The rest of the day spent following the child's interests, learning through play

Accessing remote education

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

We use the following online learning platforms:

- Seesaw (Reception)
- Seesaw for learning, Microsoft Teams for pupil – teacher group communication (Year 1)

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 have a small number of laptops available to be lent to those families who do not have access to one at home. In addition, the school may be able to supply a dongle or other technology that will provide internet access.

Paper learning packs can also be provided for those children with no online access. These can be collected from the school and, in some cases, delivered. Completed work can be returned to the school in person, be photographed and emailed to school via a mobile phone and, in some cases the work can be collected.

Please contact the school on info@kilmorie.lewisham.sch.uk or 020 8291 1250 should there be no access to Microsoft Teams or Seesaw from home.

How will my child be taught remotely?

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

According to the needs of our community, a variety of remote teaching approaches are employed. These include:

- Contact will be made online daily with those children who are able to access it, this will be in the form of:
 - Recorded lessons and instructions, stories or songs
 - Direct interaction between the teacher and the child through audio and written messages and feedback

This will be via Seesaw for both year groups. Year 1 children will have some extra interaction throughout the week via Microsoft Teams in the form of a live story and catch up at the end of the day.

- Videos will be uploaded daily by the teacher. These may come in the form of the following:
 - A short welcome video introducing the day e.g. calendar, visual timetable
 - Recorded teaching from outside resources (e.g. CBeebies/CBBC links, Letters and Sounds, YouTube videos, Theatres, Museum and Galleries which support the learning)
 - A story and/or song recorded by the class teacher and other staff across the phase
 - A phonics session (Recorded by the class teacher with links to other useful phonics websites)
 - Some maths activities
 - Mindfulness and wellbeing videos and activities

Other resources may include:

- Audio instructions attached to learning we think needs more explaining
- Activities that the children can respond to in different ways i.e. video messages, photos of their learning, direct drawing and writing onto Seesaw (app or website)
- Printed paper packs produced by the class teacher (for those children with no online access)
- Bug Club
- Recorded dance sessions from our specialist dance teachers
- Music sessions from our music teacher

Half a day a week your child's class teacher will set independent learning so that they can work with other teachers in their year group for planning and preparation purposes. The class teacher will inform you of this day in their morning greeting video.

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?

There is no specific timetable that your child needs to follow. A range of activities will be provided for your child to complete or engage in. A huge benefit of recorded sessions is that they can be watched again and again to embed learning.

Children of this age are not expected to sit and watch a screen or complete tasks for long periods. They do not do this during a normal school day. The best way for these children to learn is through play.

The teacher will be available during the day to reply and respond to learning sent in. Please note this will not be all day as the teachers will need break times and time to make plans for the following day's learning.

Adults may be required to ensure a network connection and help their child to access their Seesaw learning and Teams story sessions (Year 1).

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

Teachers welcome learning sent in via Seesaw. They will take note of those children who are engaging in the learning. If children are not engaging in the learning, teachers will contact the family and if there is not an improvement this will be passed on to a member of the senior leadership team.

Those children who do not have access to the online learning will be called weekly to ensure contact is kept up.

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

Feedback will be carried out as it is in school. Children will receive verbal feedback (either audio or written) on some of the learning they share that day, not on every piece. All learning will be 'liked' using the heart button to reassure you that this learning has been seen.

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

In school class teachers do not physically mark all of the work a child presents to them. Most of the time is spent scribing what the child has said about their learning and suggesting ways they could improve it. Teachers will use Assessment for Learning (AfL) in the classroom. This means that they view children's work during the day or within the lesson, commenting on it and looking out for any misconception or specific issue that is common to the class. They will then verbally feed back to re-explain, or give comments on what was good and what they could do to make it even better.

Class teachers will be present at times during the day on Seesaw to reply to questions that the children or parents may have about their online learning (please note this is not an opportunity for parents to discuss other matters unrelated to their child's learning at that time). The teacher can reply with an audio comment to provide more explanation, if needed.

Feedback on Seesaw will be personalised to each child, thinking carefully about what they need to achieve their next steps. This feedback will only happen during school hours, teachers will not feed back during their planning time which will be one afternoon a week.

The feedback on Seesaw will be a mixture of audio (class teacher) or written. More in depth feedback will be made on at least one piece of learning a day.

We understand that not all the learning set by teachers will be completed but a child or adult's perceived lack of feedback is not an excuse for not completing tasks. Not all learning will receive feedback, the same as if we were in school.

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:

All children should be able to access the songs and activities we are sending home. Remember the activities are recorded and children can watch them as many times as they would like.

We also recommend using your Bug Club membership for daily online reading. This online platform will read books to your child as well as enable them to read independently.

If your child is struggling to access the work set by the class teacher, please contact them via the school email address info@kilmorie.lewisham.sch.uk

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 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?

As class teachers will be busy teaching their classes in school, they will provide a learning letter that will explain the learning to someone at home.

This will be closely linked to the learning the children will be doing in school.

Children will be telephoned once a week to check in on them