



Growing a Brighter Future Together.

# Remote Education Provision Information for Parents/Carers



Primrose Hill C of E  
Primary Academy  
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This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

## **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. Please follow the link to our school website for our remote learning policy <https://www.primrosehillcofeacademy.org.uk/parent-information/academy-policies/>

## **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Pupils have immediate access to remote learning via Teams. All pupils have a MS Teams account and therefore learning can be uploaded straight away. They can also have live check in's with the class and parents/carers can use this in order to communicate directly with the class teacher. This curriculum offer is aligned with government recommended resources including:

- National Oak Academy
- BBC Bitesize
- Letters and Sounds

## **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. For example, for foundation subjects, pupils at home will be referred to the National Oak Academy website with the exact location of work that is in line with the current school offer and sequence of learning.

## 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 following number of hours each day:

EYFS and Key Stage 1	As a minimum, both recorded teaching and independent learning will be no less than 3 hours
Key Stage 2	As a minimum, both recorded teaching and independent learning will be no less than 4 hours

## Accessing remote education

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

At Primrose Hill, we are currently using MS Teams which provides opportunities for files, including videos, to be shared; children to upload learning and live meetings to take place. Through MS Teams, we are able to provide feedback and opportunities to address misconceptions are instant. Documents are uploaded for daily learning and opportunities for work to be returned are available through Channels in MS Teams.

### 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:

- At Primrose Hill, where possible, we provide technology including a laptop for use in the home
- We make phone calls to those pupils who are unable to engage in digital education and offer a bespoke solution to the problem

### **What do I do if I need access to technology for remote learning?**

- Raise concerns during the phone call from one of the teaching team.
- Contact the school directly (01594 843453) and ask to borrow a school laptop.
- Contact Emma Mignaud directly on [emignaud@primrosehill.gloucs.sch.uk](mailto:emignaud@primrosehill.gloucs.sch.uk)

## How will my child be taught remotely?

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

At Primrose Hill, we will use a range of remote teaching approaches including:

- **Synchronous teaching** in real time (face to face or via MS Teams online) and **asynchronous teaching** (online teaching, where teaching materials are posted online, and learners work through them in their own time, communicating with each other and the teacher via MS Teams).
- Blended learning (online instruction with classroom teaching and activities for other pupils)
- Games for Learning (GFL) which includes:
  - Phonics play
  - Numbots/Times Table Rockstars
  - Topmarks
  - BBC Bitesize.

All are designed for educational purposes, played on computers and learning takes place on an individual basis

- Recorded teaching – clear links provided on MS Teams for
  - Oak National Academy
  - White Rose maths videos
  - Mathshed
  - Letters and Sounds
  - BBC Bitesize
- lessons and video/audio recordings made by teachers
- textbooks and reading books pupils have at home or on Oxford Owl
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (see above)

## 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?

- The school has a duty to provide Remote Education and therefore all pupils are expected to engage with Remote Learning.
- We expect all parents to follow and adhere to the Remote Learning Policy, which is shared on our school website.
- The school will provide an overview of learning to expect. This will support parents in creating clear routines and expectations at home for their children.
- If parents and carers are having difficulty trying to engage their child in remote learning, we ask that you contact the class teacher in the first instance.

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

- Engagement with remote education is monitored daily through the completion of tasks and activities set by the class teacher. The class teacher is expected to monitor engagement with pupil's remote education and will take steps to check on individuals where concerns are raised. These steps may include a phone call and/or an email from a member of staff to discuss with parents/carers whether there have been some difficulties accessing the learning, and will offer strategies if further support is required.
- If following this contact, engagement remains a concern, the class teacher will speak to the Senior Leadership Team who will take further steps to promote and improve engagement. They will make contact with parents/carers via telephone contact, or if felt appropriate, a home visit.
- The school Special Educational Needs and Disability Coordinator (SENDCo) Miss. Parker will be monitoring engagement from pupils with SEND including those with an Education Health Care Plan (EHCP) and those identified as vulnerable. Where engagement is poor, parents/carers will be contacted to discuss how the school can support further.

## 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:

Immediate feedback will be given through:

- 1 to 1 interaction tools (via MS Teams Channel)
- Video or voice recordings for individual or groups of children
- Individual invite to scheduled feedback sessions
- Low stake quizzes

The school feels it is vital for teachers to stay in regular contact with pupils. Therefore, finished work can be uploaded on to MS Teams for feedback. Where appropriate, this may take the form of a comment, voice note or pre-recorded video with whole class 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:

- For pupils with SEND, we recognise that teachers are best placed to know how the pupils' needs can be most effectively met to ensure they continue to make progress even though they may not be able to be in school. The requirement for all schools by the Department for Education (DFE), including Primrose Hill, is to use our '**best endeavours**' to secure the special educational provision called for by the pupils' special educational needs. We will work collaboratively with families to put in place, '**reasonable adjustments**' so that pupils with additional needs can successfully access remote education. Adjustments may include, but not limited to:
  - Work carefully designed to match the needs of individuals
  - Additional resources such as visual timetable, now and next board, number lines, writing slopes, pencil groups etc
- Where pupils have an Education Healthcare Plan, it remains the duty of the LA 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, when a pupil or household member may be self-isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the pupils' needs can be best met. These will be considered on a case by case basis.

## **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?**

Once the school has been notified that a pupil is self-isolating, we will provide daily resources via MS Teams for the child to complete at home. These will be in line with the curriculum offer being provided for the children in school and will include teacher presentations and Oak National Academy lessons. They will be a day behind the children working in the classroom to enable teachers to upload content after the school day. The children will be able to upload learning back to the class teacher via the Teams platform. Wherever possible, we will have daily 'live' sessions so they can engage with their peers in the classroom.