



Mandale Mill Primary School

Remote Education Provision

Information for Parents/Carers

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.

Belong. Believe. Become.

Remote education provision: information for parents

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

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?

If your child is sent home from school and has to switch to remote learning, staff will be working hard to adapt all activities that would have been completed in school, to ensure that they can be accessed at home. During this short period of time, your child is expected to access specific apps that have been purchased by school to support them with their learning. This may be any of the apps listed below – your child will have logins and passwords to the relevant apps for them.



Ten Town (the unique early years numeracy resource designed to improve number recognition and formation)



Lexia (a systematic and structured approach to the five areas of reading)



Numbots (improves understanding, recall and fluency in mental addition and subtraction)



TTRockstars (a carefully sequenced programme of daily times tables practice)



Reading Plus (a personalized intervention and instruction to develop silent reading proficiency and confident, lifelong readers.)

During this time, children should also log on to Seesaw where an announcement will be made by staff to explain next steps and provide reassurance, and relevant timetables can be found on our school website.

www.mandalemill.org.uk



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 will need to make some adaptations in some subjects.

For example, in some lessons such as Science, Art or D&T lessons, children working remotely may not have the same access to resources required to complete a practical activity. In cases such as these, the activity will be adapted by teachers to enable the learning and teaching to take place in an alternative way.

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:

Early Years (Nursery)	3 <i>suggested</i> activities daily (inclusive of APPs) Signposting to other resources parents can use
Early Years (Reception)	3 activities daily with some directed offline (inclusive of APPs)
Key Stage 1 (Y1 & Y2)	3 hours average (inclusive of APPs) daily 3 activities with some directed offline
Key Stage 2 (Y3, Y4, Y5 & Y6)	4 hours (inclusive of APPs) daily Minimum of 3 activities

Accessing remote education

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

Your child will be able to access online learning through Seesaw. They will have a personal login and password to enable them to access their bespoke provision that will have been prepared and sent by staff in school.

They will also be able to use the apps relevant to them that are provided by school – Lexia, Numbots, TTRockstars, Reading Plus and Ten Town.

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

We communicate with parents/carers in a variety of ways including telephone calls, texts and emails. Initially, we used a Microsoft Forms questionnaire for remote learning to provide a clear picture of remote learning capacity. We monitor engagement with remote learning at class teacher and SLT level and during our regular communication, keep an up-to-date record of any families that may be having difficulties accessing learning remotely. We identify any barriers and have a robust system to decide on a solution. Solutions may include:

- Obtaining equipment under the Government's *Get help with technology programme*;
- One IT service level agreement use for the set-up of the devices;
- Device loan (keyboards, ipads, laptops)-user agreement and passwords provided for easy set up;
- Internet support: SIM cards with free data;
- System arranged for the collection of any hardware to ensure social distancing;
- Technology support over the telephone, text and email, e.g code requests;
- Places in school offered as a last resort (during local/national lockdowns) when engagement is limited due to technical issues;
- Telephone check-ins from class teachers once per fortnight.

We take every opportunity to explore all barriers on an individual basis in order to provide solutions.

If you require any support, please contact the School Office on 01642 647010.

How will my child be taught remotely?

Teaching children remotely effectively requires many of the same factors as live classroom teaching.

We ensure that our remote teaching includes:

- Clear explanations;
- Scaffolded practice to support children's confidence;
- Application of new knowledge or skills;
- Individual feedback on how to progress.

Some examples of remote teaching approaches that we use are:

- recorded teaching e.g. RWI, video/audio recordings made by our staff or other providers;
- signposts or links to ebooks or text to read;
- using commercially developed schemes and resources such as FOCUS for maths;
- themed whole school work in order to collaborate with our school community, focus on children's wellbeing and participate in or celebrate Local, National or International events;
- bespoke provision for individual children if required for an additional need or to support a particular situation (e.g. bereavement)
- multi-agency support, if required, in line with individual need, eg. Future Steps, Speech and Language & Alliance

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?

If learning remotely, we expect children to:

- Log in to Seesaw daily;
- Ensure all tasks are completed to the best of their ability;
- Engage with feedback and follow up tasks.

If children are learning remotely, we expect parents/carers to:

- Provide a dedicated space for learning;
- Have an oversight of your child's routine which may include checking in with their progress across the day and ensuring they have breaks;
- Discuss online safety regularly;
- Ensure all required equipment is available and charged;
- Contact school immediately if there are any barriers for remote learning access;
- Contact school immediately if they require any further support;
- Check communication channels daily (e.g. texts, emails, telephone calls);
- Engage in telephone calls with the teaching team;
- Celebrate your child's effort and engagement with remote learning!

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

When your child does engage with their work, they will receive feedback from the teaching team, and their work and effort will be celebrated. The teaching team will check engagement with remote learning daily to ensure all set tasks are being attempted. Contact will be made in the first instance by the teaching team if your child has not logged onto Seesaw, or engagement is low and tasks are not being completed. The barriers preventing your child engaging with their remote learning will be explored and identified (the teaching team may wish to speak to your child directly) and solutions will be found in order to overcome them.

The Senior Leadership Team will also regularly monitor the engagement of remote learning and may wish to contact families to offer support, if required.

School can support families in a variety of ways and each case will be dealt with on an individual basis.

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. Our approach to feeding back on every piece of a pupil's work is as follows:

- Shared scores for activities such as quizzes and spelling tests;
- Written comments on a child's response to an activity set by the teaching team
- 'Likes', typed comments and voice recordings
- Star of the week certificates
- Celebration of work and effort during telephone calls with the teaching team.

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, e.g. those 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/carers to support those pupils in the following ways:

- regular contact SENCo as well as the teaching team;
- bespoke provision;
- potential place in school, if required.
- signposting to appropriate resources that are available;
- continue to provide a multi-agency approach with a continuation of meetings etc.

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?

Self-isolation and child is well enough to work:

In the first instance, your child should access the apps such as TTRockstars, Lexia, Reading Plus, Ten Town and Numbots. Your child will then be expected to access Seesaw, where tasks will be set by the teaching team, in alignment with the live classroom teaching.

Self-isolation and child is not well enough to work:

You will be expected to contact the School Office on 01642 647010 in order to discuss individual circumstances



Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 - Every child has the right to reliable information from a variety of sources.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.