

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 our remote education in the event of your child needing to self-isolate or in the event of a lockdown, where the majority of pupils have to stay at home.

The Government states that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). For Seabridge, this work will be accessible via Google Classroom.

How can my child access their remote education when they are self isolating?

As you are aware, we use Google Classroom as our learning platform at Seabridge. Login details are in each child's Home-School Links book, as are further login details for example to our reading scheme and Times Table Rockstars. If your child needs to self-isolate, their class teacher will be made aware of this and work will be uploaded to the Google Classroom as soon as possible. There will be videos and links to ensure the children are given clear explanations and to scaffold their learning. Children will be able to watch these videos on a variety of devices, including laptops, tablets, Xbox and Playstation consoles and mobile phones, and will be able to pause and re-watch for clarity. Staff are contactable to support with any issues that may arise.

In the event of a bubble closure, what can my child expect from their remote education?

As is the case when self-isolating, all work will be accessible via Google Classroom. The class teacher will upload a video on the first day of closure to explain to your child how the remote education will work and what to expect over the coming days. There will also be a register on the Google Classroom from the first day of closure, that every child will be expected to 'turn in'. From Day 2 onwards, your child will see a daily assignment for English, maths and the wider curriculum. There will be additional videos, recorded by the teacher, to further support them with their learning. The learning opportunities will align as closely as possible with that which would have normally taken place in school. We will continue to support those with SEND, recognising their individual needs.

Lockdown

In the event of a lockdown, the provision will be similar to that of a bubble closure. Where staffing allows and depending on numbers of keyworker and vulnerable children onsite, one year group teacher will manage the face-to-face teaching and learning alongside teaching assistants whilst the other year group teacher manages to remote education. The teacher will alternate each week. If staffing does not allow for this, for example in the event of illness, the approach will be clearly communicated with families on a case-by-case approach. Children will receive at least fortnightly phone calls with a member of the year group teaching team, and where staff or parents feel these need to be weekly to support a child's wellbeing, we will endeavour to accommodate this.

How long should my child be spending on their remote education each day?

The expectations from the Department for Education (DfE) for remote education (both teaching and learning, with access to some aspects of a usual day) are as follows:

Key Stage 1 (Y1 and Y2): 3 hours a day on average across the cohort, with less for younger children;

Key Stage 2 (Y3-6): 4 hours a day.

Although they are non-compulsory school age, we also provide learning activities for our Nursery children, as they too represent an important part of our school family.

Engagement

We ask that you support and encourage your child to:

- Complete the work set as expected, to a good standard and on time (with our understanding that children may not access the lessons at the same time as the suggested daily timetable)
- Seek help if you need it
- Ensure your child's class teacher is aware of any issue which may affect your child's ability to complete work in a specific subject
- Make the school aware if your child is unwell and unable to complete work for a period of time

It is a government requirement that we have systems for checking, at least weekly, whether pupils are engaging with their work and we must inform parents where engagement is a concern. Each week, staff will contact families/children to check the level of engagement and make contact as required to try to address the issues. If a family does not respond to these communications, we may have to seek support from our Education Welfare Worker as we also have a safeguarding responsibility.

How should my child record their work and send it in to their teacher?

Any work completed can be recorded on a Google document or on paper. If your child chooses to complete the work as a Google document, they can upload this. Alternatively, if the work is completed on paper, they can take photographs and upload these. This will enable the class teacher to provide them with feedback. We provide an exercise book for each child that is working at home for an extended period (for example, during a lockdown). Work that is completed on paper should be brought back to school on return, and it will be stored alongside the children's usual school books, forming part of their annual schoolwork. There are guides which explain how to upload documents and photographs on both the Google Classroom stream and our website.

How will my child receive feedback about their work?

Feedback will be provided from the class teacher to enable children to understand how to progress. The class teacher will try to respond within the school day, where possible. Such feedback may look slightly different depending on the circumstance and the age of the child. For example, if the whole class or bubble has to isolate and the class teacher is fit and well, feedback will be more regular through the day than if individual children are isolating and the class teacher is still teaching the rest of the class during the school day, or if the class teacher is unwell and another teacher is providing the feedback whilst continuing to teach his or her own class. As it would be in school, sometimes the feedback will be individual and sometimes it will be whole class. Teachers may also respond by adjusting planning and learning activities based on the work submitted. All of this will support staff to judge progress.

How can I support my child with their remote education?

We more than understand how difficult it is to support your child at home with their remote education, particularly when both parents work full-time or you have a number of children at home at the same time. We ask that your child does the best they can using the videos, resources and feedback provided. Whilst it is important that everyone tries to complete all of the learning provided to avoid gaps in knowledge forming and to allow children to continue to make progress, we have implemented a traffic light system on the timetable to show how to prioritise learning for days which are particularly difficult for families, with the minimum expectation being that the child completes at least the core tasks in green. It is crucial that families do not interpret this as only needing to complete the work in green; this is simply a supportive approach for the minority of days where it is particularly challenging to accommodate the needs of the full family.

What should I do if my child does not have access to the technology required?

If your child does not have access to the technology required, please contact the school office as soon as possible and we will try our best to support you. It is essential that your child is able to at least view the videos, as these include teacher explanations and support learning, and we have chosen a platform that is accessible via a wide range of devices, as listed above. Following the Autumn term surveys, we are hopeful we now have this information, but of course, circumstances change. We will continue to pursue any possible sources of suitable IT equipment and distribute accordingly and any requests from families that become in need are recorded so that we can distribute devices to them rapidly, if more become available. These are issued on a loan basis and remain the property of the school, with an agreement being signed by the receiving family. For any families struggling with internet access, we have a limited number of dongles and also access to free data SIMs from Vodaphone (the latter are for Pupil Premium children only). We have also provided all parents with information about the DfE data boost with selected networks.