

## **Frequently Asked Questions about Remote Learning at Steam Mills Primary**

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 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.

#### **Q. 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?**

A. In lockdowns, we now provide the same curriculum remotely as we do in school.

### **Remote teaching and study time each day**

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

A. We expect that remote education (including remote teaching and independent work) will take pupils a minimum of the following number of hours each day. Children work at different rates, so please talk to your child's teacher with any queries and make use of the other resources that are suggested on the website too.

Key Stage 1	3 hours
Key Stage 2	4 hours

### **Accessing remote education**

#### **Q. How will my child access any online remote education teachers are providing?**

A. Y1 to Y6: You will find the weekly timetable on our school website on your child's class page. The timetable has links to the learning platforms we subscribe to (including My Maths and Emile); to recorded lessons (including Oak Academy, Letters and Sounds phonics) and to other activities (including BBC Bitesize, Yoga/PE sessions, worksheets, writing activities and more). Your child's teacher will email Zoom details to you for regular catch-ups with the class.

Tanestry is used for remote learning and for supporting pre-school and reception

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

A. 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:

We will provide 1:1 support to parents where there are difficulties accessing online learning and arrange a solution on a case by case basis. This could include:

- Support with how to use mobile/gaming devices to watch lessons and how to record responses/their learning in an alternative way
- Loan of laptop or tablet to pupils
- Support with extra data allowance or connectivity on request
- Providing printed materials needed if they do not have online access
- Supporting pupils to submit work to their teachers if they do not have online access

**Q. How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, Letters and Sounds videos, video/audio recordings made by teachers)
- access to learning platforms/online resources the school subscribes to (My Maths, Emile)
- use of Literacy Shed, Spelling Shed, White Rose maths, BBC Bitesize, Times Tables Rockstars etc to consolidate learning, enable mastery and to introduce new learning
- paper resources produced by teachers (e.g. workbooks, worksheets) if required
- commercially available websites supporting the teaching of specific subjects

## **Engagement and feedback**

**Q. What are school's expectations for my child's engagement and the support that parents and carers should provide at home?**

A.

- it is expected that children will work through all activities on the timetable, watching the lessons and completing the activities set
- parents are expected to access the timetable on the website and enable their child to work remotely, so that they do not fall behind
- parents are encouraged to set good routines and expectations to support their child's education
- parents are expected to communicate regularly with the class teachers, particularly if they are experiencing problems with the remote learning

We are fully aware that some parents are working at home and understand that some parents will find this a very difficult time. Please contact us if we can offer any support.

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

A.

- Teachers can see via the learning platforms (eg Emile) whether activities have been completed
- Teachers will monitor the weekly feedback form that parents will email back to them every week (if your child cannot complete the form online or print and complete it, they can just write their answers on blank paper and you can take a photo of it to email back)
- Teachers will phone parents/carers weekly and inform them of any concerns about lack of engagement
- Teachers will monitor emails daily and reply to support parents/carers with queries

## **How will teachers 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 can monitor via the learning platforms (eg Emile) whether activities have been completed and they can see children's scores and give feedback
- Teachers will monitor the weekly feedback form that parents will email back to them every week and feedback where there are difficulties. The exception is Class 4, as Seesaw is used instead of the weekly form.
- Teachers welcome photos of work completed at home and can give feedback via parents' email. Please do not copy/photo and send in all work completed
- KS2 children have been asked to do a weekly spelling tests at home and email in their scores

### **Additional support for pupils with particular needs**

#### **Q. How will staff work with me to help my child who needs additional support from adults at home to access remote education?**

A. We recognise that 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:

- SEN children are catered for within the class teachers' planning and provision and some activities are open ended so all can respond
- Our SENDCo and family support worker will give extra support to families through phone calls and/or Zoom sessions
- EHCP/My Plan+/TAF/TAC meetings will continue as before via Zoom/Webex

#### **Q. What will remote education look like for self-isolating pupils when the majority return?**

A. Where individual pupils need to self-isolate, but the majority of their peer group is in school, we will revert to how we worked in the Autumn term of 2020 (ie teachers will revert to planning and teaching in school and providing a timetable with comparable activities for anyone at home.)

#### **Q. Where can I find more information about remote learning?**

A. Steam Mills' remote learning strategy, Jan 2021, can be found on the school's website, under **Parents** and **Documents**