

# 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 remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

It should be read in conjunction with:

- Remote Learning Policy
- Home School Agreement for Remote Learning

### **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?**

Remote education provision which is available immediately includes:

- Learning on each class page of the school website ([www.park-way.kent.sch.uk](http://www.park-way.kent.sch.uk))
- The weekly home learning uploaded to Microsoft Teams
- Access to subscriptions used by the school, including but not limited to:
  - Fiction Express
  - Spelling Shed
  - TT Rockstars
  - My Maths
  - Now Press Play

Where children are required to log-in to these, usernames and passwords have been sent home via email and with the children. We are also beginning to upload these passwords to the children's individual Class Notebook (accessed via Teams) so they can be retrieved instantly.

- Pupil Zone on the school website ([www.park-way.kent.sch.uk/children/pupil-zone/](http://www.park-way.kent.sch.uk/children/pupil-zone/)) detailing learning Apps and Website; where children are required to log-in to these, usernames and passwords have been sent home via email and with the children.
- Literacy and Numeracy challenges on the school website.
- A link to Oak National Academy on the school website

### **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?**

Yes, we teach the same curriculum remotely as we do in school wherever possible and appropriate. This means that children should have access to daily reading, Literacy and Numeracy learning alongside foundation subjects (Science, History, Geography, R.E., P.E. etc) which would normally be covered in the afternoon throughout the week.

However, we will sometimes need to make some adaptations in some subjects, for example:

- ICT where children may not have access to the same technology that they would in school e.g. bee bots. Instead, these objectives can be taught using online programmes.
- Science experiments where specific resources may not be available at home e.g. sound and light meters, magnets, thermometers etc.
- P.E. where children may not have access to specific sports equipment e.g. hockey sticks, gymnastics apparatus. Alternative, regular P.E. sessions will be provided for children across the school.

### **REMOTE TEACHING AND STUDY TIME EACH DAY**

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

We expect that remote education (including remote teaching and independent learning) will take pupils broadly the following number of hours each day:

- Early Years Foundation Stage (Year R): Up to 3 hours per day on average.
- Key Stage 1 (Year 1 & 2): A minimum of 3 hours per day on average.
- Key Stage 2 (Years 3, 4, 5 & 6): A minimum of 4 hours per day.

## **ACCESSING REMOTE EDUCATION**

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

At Park Way, all remote education will be provided via Microsoft Teams. All children have their own usernames and passwords which enables them to access their class team.

For any questions or technical difficulties related to Teams, please telephone the school office (01622 753651) or email [it.support@park-way.kent.sch.uk](mailto:it.support@park-way.kent.sch.uk)

### **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:

- Lending laptops and iPads, which are internet enabled, for children to use at home. These can be requested via:
  - The school office – 01622 753651 or [office@park-way.kent.sch.uk](mailto:office@park-way.kent.sch.uk)
  - The IT support email [it.support@park-way.kent.sch.uk](mailto:it.support@park-way.kent.sch.uk)
  - The pastoral team
    - Karen Abrahams (Attendance and Welfare Officer) – 07395 965378 or [Karen.abrahams@park-way.kent.sch.uk](mailto:Karen.abrahams@park-way.kent.sch.uk)
- Lending devices that enable an internet connection. These can be requested from the school as above.
- Parents are encouraged to contact the school to discuss accessing printed materials and submitting children's learning where they do not have online access.

### **How will my child be taught remotely?**

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

- Live teaching – each class across the school has access to live teaching daily. Details of these sessions are sent to children via their class team or via timetables on the class pages of the school website.
- In addition to live teaching sessions, teachers are available remotely between 8:30 and 15:30 daily so that children are able to contact a member of teaching staff throughout the school day.
- Recorded teaching – either video/audio recording made by our own teachers or pre-recorded online lessons e.g. Oak National Academy lessons.
- Commercially available website supporting the teaching of specific subjects or areas, for example:
  - Fiction Express (Literacy)
  - Spelling Shed (Literacy)
  - TT Rockstars (maths – times tables)
  - My Maths (maths)
  - Now Press Play (all curriculum areas)
  - Espresso (all curriculum areas)
  - Duolingo (Spanish)
  - BBC Bitesize (including the content available on CBBC)

Where children are required to log-in to these, usernames and passwords have been sent home via email and with the children. We are also beginning to upload these passwords to the children's individual Class Notebook (accessed via Teams) so they can be retrieved instantly.

- Textbooks and reading books pupils have at home.

## **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?**

We expect all children to engage in their learning, following the timetables provided, as they would if they were in school.

As per the Home School Agreement for Remote Learning:

We expect pupils to:

- Be contactable during the school day
- Complete learning tasks to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Be dressed appropriately, not necessarily in school uniform, but top and bottom half will be covered
- Follow the school rules and values at all times

We expect parents/carers to:

- Make the school aware if their child is sick or otherwise can't complete their learning
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Be appropriately dressed if in shot
- Use appropriate language when in close proximity to the camera or microphone
- Manage the behaviour of other siblings to ensure that learning is not disrupted

Other useful suggestions of support from parents for their children over periods of lockdown / self-isolation (gathered from staff and parents) include:

- Maintaining a routine to differentiate between home school and home
- Ensuring children get up (and go to bed) at a regular time each day
- Encouraging children to take short breaks from their learning throughout the day, moving away from their screens
- Talking to children about their learning – research tells us that taking an interest is key in developing children's learning and education
- Creating a visual timetable/routine so that children can see what learning they will be engaging with and when
- Ensuring children access fresh air daily and partake in daily exercise (lockdown restrictions allowing)
- Encouraging children to keep going with their remote education and participate in all learning opportunities presented including live teaching.
- Accepting that sometimes both children and parents have had enough; walk away from the learning to do something else and then return to it later.

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

At all times, teachers are able to see which children are engaging with their learning via Teams. They are also monitoring all other forms of engagement (phone calls, emails etc.) and compile weekly registers which are shared with the Senior Leadership Team (SLT).

Where engagement is a concern, in the first instance, teachers will attempt to make contact with parents directly either via email or telephone call when they are in the school building. If concerns remain, depending upon the nature of these concerns, teachers will involve other colleagues (pastoral team, SENCo, SLT) so that additional support and guidance can be offered.

If parents are concerned, there are a number of ways they can contact the school for support and advice:

- Via email to either the class email address or the main school address ([office@park-way.kent.sch.uk](mailto:office@park-way.kent.sch.uk))
- Through the pastoral team using either phone or email:

- Karen Abrahams (Attendance and Welfare Officer) – 07395 965378 or [Karen.abrahams@park-way.kent.sch.uk](mailto:Karen.abrahams@park-way.kent.sch.uk)
- Direct to the school office on 01622 753651

### **How will you assess my child's learning 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 learning is as follows:

- Individual, written feedback attached to learning submitted via the class team.
- Verbal feedback during live teaching sessions.
- Certificates and postcards sent home in the post.
- Celebrations of learning via the post function of the class team.
- Virtual certificates and stickers given via the class team.
- Weekly sharing of learning on the school newsletter.
- Individual feedback via email when learning is unable to be submitted via Teams.

Teaching staff will endeavour to feedback to the children as soon as possible after the completion of their learning in the same way they would if the children were in the school building.

### **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 need and disabilities (SEND) or those who are very young, 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:

- Class teachers will ensure that learning is differentiated to meet the needs of all learners in their class. They will contact parents, either by phone or email, if they are concerned at all and similarly, parents can contact the school, via any of the contact methods above.
- The SENCo and SEN admin will keep in close contact with all children with an EHCP or in the EHCP process.
- Miss Hayes (SEN admin) will contact all SEND parents, at least weekly, to share resources and offer additional advice and guidance as necessary to individual children. Miss Hayes is also running specialist interventions for some children with SEND alongside Mrs Abrahams who is providing support for children with Speech and Language difficulties.
- Providing access to additional and different websites and learning platforms for individual children to meet their needs e.g. Speech Link, Language Link.
- Children in receipt of High Needs Funding (HNF) will continue to access support and intervention as closely matched to that which they receive in school as possible.
- For younger children, our remote education will consist of both supported and independent learning opportunities alongside the daily live teaching sessions. Although we appreciate these children will require high levels of adult support to engage in the majority of their remote education, there should be opportunities each day for the children to engage independently too.
- The pastoral team will also keep in close contact with families across the school to provide any support and reassurance required.

### **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?**

If a child is self-isolating, in the first instance, they should refer to the self-isolation learning on their class page of the school website ([www.park-way.kent.sch.uk](http://www.park-way.kent.sch.uk)). The child's teacher will send home, via email or paper copies, a pack of learning that is similar to the learning taking place in class. Whilst isolating, children will continue to be able to access all other online Apps and learning platforms that they would use in school e.g. TT Rockstars, My Maths, Fiction Express, Spelling Shed etc.