



I have several children who are all remote learning – what do I do?

Prioritise and strip back. Look at the tasks your children have been set. Which of those are going to need your support and which can be done independently? Can the tasks be arranged in a way that one or two children can be completing independent tasks allowing you one-to-one time with the other?

Combine activities. Are any of the different children's tasks similar, for example both writing a different diary entry? Could these be combined into the same activity to be completed as a whole family? Bringing everyone together for a shared task can be an extremely effective way to work around everybody's wants and needs and create a sense of togetherness.

We don't have a printer, so how do we complete these worksheets?

Use what you have at hand. A pen and paper will be all you need for most tasks. Once children have watched or read through the instructions, you can either keep the task displayed on the screen or write out some questions or activities of your own, based on the topic.

The worksheets are there as a guide, but teachers fully understand that fewer and fewer people have a printer nowadays. Either display the worksheet on the screen to work from, or use it as a guide to create a similar sheet on a piece of paper.

The work is too difficult and they can't do it, what do I do?

Speak to the teacher. Use the contact methods your school will have given to you to send a message through. Bear with them in what will undoubtedly be a really busy time, but they will be able to support you in adjusting these tasks if your child is still struggling and may be able to offer further teaching to those who are finding it difficult.

Give it your best shot. It may be that they aren't getting everything right, but the learning journey is always full of mistakes. If your child is happy to, persist with the task and you may find that they develop their understanding as they continue with the activity. We rarely expect pupils to get *everything* right, mistakes are an important part of the learning journey!

The adults at home are all working, what do we do?

Make the teacher aware. They may be able to offer your child additional support or adapt the task to be more independent.

Be flexible. If the working day is more difficult, prioritise which home learning tasks you think will need adult support. Could one of these be completed first thing in the morning or once the working day has finished?

Speak with your employer. Can they be flexible with your work hours or make allowances for you to be able to work around your children.

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

Staff will take a register morning and afternoon, as part of each session. They are also able to see which children have viewed and which have submitted assignments. This is checked on a daily basis. Parents/carers of any pupils who are not engaging with their work will be contacted by a member of staff.

How do I motivate my child who is struggling to adapt?

Break the day down into chunks and write out a routine that children can see. Include a time to exercise, to play or read alone and to be outside. Also, waking up at the same time and keeping to the same bedtime routine as a normal school-day will support the transition into remote education.

Create the best space possible. Having all equipment close to hand and your child's work displayed on the wall would signal that this is a 'learning space' and removing any distractions will make a big difference. If a straight-backed chair and desk aren't available, try making a "work throne" out of pillows on your child's bed each morning, or find a small enclosed space to help reduce distractions.

Take breaks. When you feel they are needed, encourage a quiet time where they can rest in their bedrooms, play with a game by themselves, listen to an audiobook or read. This way everyone gets a break and space to recharge. Try having a selection of healthy snacks out on the kitchen table so a child can help themselves to a snack after a lesson ends.

Stay positive. Children look to their parents to figure out how to react to new or intimidating situations. If their parent seems skeptical or defeated, then they're likely to follow suit. Staying as positive about distance learning as you can will help your child to maintain a 'can do' attitude to the tasks set.

What can I do to reduce screen-time?

Make it practical. If you have been set a task to add numbers up to twenty, go outside and find twenty leaves to use for the calculations. If your task is to write a diary entry as Harry Potter, go and pretend to be wizards around your house to get those imaginations fired up. If spelling is a task, how about getting messy with some finger painting or shaving foam? This will help your child 'unlock' more ideas and extend the learning over a longer time period.

How do I keep my child safe online?

Read the guidance from the National Online Safety website at:

<https://nationalonlinesafety.com/guides/10-top-tips-remote-learning-for-parents>.

Some of the advice is:

- Ensure they are using the school's communication channels.
- Familiarise yourself with the relevant school policies.
- Monitor your child's communication and online activity.
- Implement safety controls and privacy restrictions on apps and software.

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:

All pupils with an EHCP or High Needs Funding (i.e. 1:1 support) are invited to attend on site learning.

Teachers will ensure work is matched to the ability of pupils, including those with SEND, this may involve additional provision.

They will offer individual support at the end of lessons, where children can access their teacher.

In some cases, SEND children may be offered different provision such as work packs or links to videos/ recorded lessons which will more closely match the ability of the individual pupil.

Support staff (Teaching Assistants) may provide daily support with learning i.e. by telephone call or 1:1 support via Class Dojo or Google Classroom.

Younger children with SEND will be asked to complete more hand-on tasks, similar to activities they would access in school. Stories, singing songs and nursery rhymes as well as practical activities will be shared with our EYFS children. However, there will be instances where lessons are live or pre-recorded, such as phonics and maths, in which children will be expected to engage.

Miss Webster, as SENCO, is responsible for:

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with support staff as appropriate to implement this.

Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Arranging additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, 1-1 Google Meets etc.

How will you assess my child's learning and progress?

Our staff will continue to use a range of approaches to assess your child and to give them feedback to improve their progress.

During any live lessons, teachers will assess by asking questions, monitoring responses and who is actively learning, asking pupils to check their learning against the success criteria, setting quizzes, asking children to check and improve, reminding pupils of the success criteria for review and through self-marking. Children will receive verbal feedback throughout.

Teachers will check learning submitted from the daily lessons on our learning platforms and adapt their teaching and plan feedback accordingly.

Individual feedback may be given which may acknowledge, celebrate, set next steps or request further checking. Whole class feedback may be given, which every child can respond to, in order to improve. Feedback may be shown as 'likes', in writing, as a voice note and may include comments, praise, questions, targets, new learning.

At the start of lessons, teachers may use this time to re-teach, address errors and misconceptions and provide more challenge in learning where pupils are ready to move on.

The class meet towards the end of the week will celebrate and share examples of good learning in order to encourage pupils and acknowledge their improvements.

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 pupils to fully engage with all remote learning by viewing live lessons and/or completing posted tasks at a convenient time if needed. All assignments should be attempted and submitted to class teachers.

Will you be providing live lessons?

We are very keen for the learning to be accessible for all. We have made a decision that pre-recorded lessons and not live lessons are more appropriate and effective for our remote education. We are committed to inclusion at all levels, live lessons are less accessible for younger children and may even exclude some children, there we will use pre-recorded lessons to minimise inequality.

We are recording lessons so that families can access them at a time to suit their home circumstances. Live lessons mean that both a device and the children have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child. Pre-recorded lessons have the advantage of flexible accessibility. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning.

In many homes, there are not suitable devices for all children to access lessons at the same time. One laptop cannot serve three children who all have live lessons simultaneously, but it might give access to lessons they can get on demand.

Pre-recorded lessons also mean that pupils can pause, rewind and revisit explanations they have struggled with. It also enables families to access the learning at a time that suits their personal circumstances.

There can also be a problem with the amount of bandwidth streaming that live lessons require, and this often becomes an issue when children are trying to join live lessons at the same time that parents are trying to have virtual meetings.

In the classroom, teachers are highly skilled at being responsive to the children's needs. However, this type of interaction is not possible in the same way online. On the other hand, a pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task.

Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class. Whereas, due to the nature of online video communications, a live lesson to 30 children at once would have a more blanket/ passive approach. Our platforms also allow the teaching staff to give instant personal verbal or written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home.

However, as part of our commitment to maintain a sense of community and belonging, children will be given the opportunity each week to be involved in live interactive wellbeing activities. These will be optional for families and will vary for each year group in regularity and length. There are strict safe guarding procedures which all children, parents and carers must adhere to for these to be successful and enjoyable.

Why aren't teachers commenting on every piece of work?

The teachers are reading and checking every piece of work and they are providing individual feedback where appropriate. However, even if all children were in school, this wouldn't necessarily mean that every piece of work has a written response. We want feedback to impact on the learning, so common misconceptions are addressed through whole class feedback.

Could there be any daily 1:1 teacher/child meetings or phone calls?

Teachers will hold parent teacher meetings this half term. The meetings will focus on wellbeing and how the children are managing and engaging with the home learning. Children are welcome to join the meetings if parents would like them to.

As always, we will continue to review what may be helpful as time goes on, but it is important to balance what we are able to do well. If teachers are meeting all children 1:1, that is the equivalent of a whole day they cannot be supporting the learning and providing feedback to the children at home and those in school.

What happens if the work is handed in late?

Teachers need a reasonable cut off time for work to be returned to enable them to quickly identify and address common misconceptions through the post page. This does not mean that they will not look at work uploaded later, but they may not be able to comment on it as they are responding to the new day's assignments that are being returned as well as recording the lesson input for the following day. Teachers may review work uploaded later, but an alert via the chat facility would be needed as they will be moving on to the new day's work.

How can I encourage my child to do the work?

We know that children behave differently at home and at school and some will find it difficult to adjust to their 'school self' when working at the kitchen table. Please don't expect them to sit and work for hours without a break. We want them to do their best as we are eager for them to continue to make progress, but we know that home circumstances may make this difficult and there are numerous distractions not available in school. If you are struggling, please let your child's teacher know and they will support where possible.

Can you provide printed packs of the assignments?

There is no need for things to be printed this time, many of the documents are editable or the children can record their responses on a piece of paper, with their name and the title and date of the work. Both can then be uploaded direct or a photo taken for uploading. However, if you would rather have a printed pack, then please contact the school office.

How much work does my child need to complete?

We want your child to complete all of the work, however, we know that this may not be possible for all families for a variety of reasons, especially the younger children who may need more support. Please encourage them to do as much as they can independently and we suggest you prioritise English, especially phonics in EYFS and Year 1, and Maths.

Could there be some time each week timetabled to catch up on a particular item if a child has fallen behind in a task they have found tricky?

We want children to complete as much of the work as they can, but we know that some will take longer than others. We are expected to provide 3 hours of work each day for KS1 children and 4 hours of work for KS2 children. Children work at different rates, but we target the majority. If children aren't able to complete their work as it is taking considerably longer than expected, then please submit a partially completed piece of work, but we ask that you note the time it took your child on the document. If your child completes the

work quickly, they may not have put as much effort as they should have done into the assignment. Teachers will challenge them if they think that is the case.

How will my child's hard work be rewarded?

Class teachers will select children either learning at home or at school to receive awards, linked to the school's core values and 'Character Muscles'. Dojo points will also continue to be awarded.