



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Where an individual child is isolating, Ightham Primary School will provide up to ten days of learning materials for the child to complete at home. This will be emailed to the parent from the School Office upon request. All work should be returned to school upon completion of the isolation period.

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.

Class teachers or a member of the Senior Leadership Team (SLT) will be in contact on day one of home learning to provide information.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

The school will offer the following for KS1 and KS2:

Daily zoom or TEAMS sessions will be implemented. Teachers will make parents aware of these live broadcast times. To access these, an Acceptable User Policy (AUP) must be signed by the parent. An AUP will also be sent to parents/carers to share with their child. On some occasions, sessions will be a presentation or pre-recording to ensure teachers are able to teach within school or support vulnerable students.

- Links to resources and templates related to the live lessons will be uploaded to TEAMS.
- Work will be set based upon the National Curriculum to build on prior learning.
- Oak National Academy lessons links.

Each week:

There will be daily Maths and English work set which will remain available to access for one week.

There will be work set for the afternoon which mirrors the usual class timetable.

Links will be shared to various activities that can be accessed if you would like your child to participate.

Daily work will be set and submission will be asked for via TEAMS or the class email address for feedback. All other work should be completed within the workbooks sent home and returned on the first day of re-opening.



The school will offer the following for EYFS

Variations to the offer have been made for children in Reception. This takes into account their age and the capacity for live lessons.

The school will offer the following for Reception class:

- Daily live phonics and maths sessions.
- An outdoor activity suggestion (weekly).

Other activities will be available via tapestry and recording of activities at home should also be submitted via the tapestry platform.

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, video links and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1 A minimum of 3 hours per day.

Key Stage 2 A minimum of 4 hours per day.

Accessing remote education

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

All children have been set up with a TEAMS account. This is the platform where learning can be accessed. Live sessions are currently on zoom with password protected lessons or through TEAMS.

Lessons may also access Oak National Academy and White Rose maths.

All families have been audited for ICT access and devices are available for limited vulnerable students.

Work books and exercise books have been provided to all households to record work.

- How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. This includes the use of live sessions, recorded videos, and the use of work books and worksheets.

- What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Please refer to the Acceptable User Policies for both pupils and parents/carers for this information.

- Will live sessions always go ahead?

We do ask parents/carers demonstrate understanding should zoom/TEAM meetings be cancelled due to unforeseen circumstances, for example due to staff absence or technological issues.



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

Pupils' attendance will be tracked in the daily live sessions. Attendance concerns will be followed up, initially, by the class teacher, and then by a member of the Senior Leadership Team.

Safeguarding concerns will be dealt with through the Child Protection Policy and Child Protection Policy Addendum.

- How will you assess my child's work and progress?

Feedback can take many forms and often does not mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are valid and effective. Teachers will assess throughout a live session on input and questions. They will also ask for the submission of work either virtually or within the workbooks that will be returned to school.

Additional support for pupils with SEND

- 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:

- SENDCo will contact you regularly should you find this beneficial.
- Additional 1:1 zoom sessions.
- Variation on the work set by the class teacher.
- Oak National Academy lessons designed for additional needs may be used to support.

What does Ofsted say? (11th January 2021)

Some unhelpful myths exist about remote education, which are not based on evidence.

These include that:

- remote education is fundamentally different to other forms of teaching/learning;
- remote education is a different curriculum/offer to the content that would be delivered normally;
- the best forms of remote education are digital;
- the best way to deliver remote education is always through live lessons;
- the most important thing is pupils' engagement.

None of these things are necessarily true.



Live lessons aren't always best. Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons are not always more effective than asynchronous approaches.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers. The challenge here can be to make sure they are integrated with the curriculum.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

Different approaches to remote education suit different types of content and pupils.

It's harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and as a teacher you're not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.

A lot of attention has been paid to ways in which online education can be made more engaging. For example, we can make sure different types of tasks and activities are alternated, or build in rewards and incentives to make learning more 'game-like'.

While it is important to engage pupils, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage pupils remotely.