



SOUTHRIDGE FIRST SCHOOL

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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.

For details of what to expect where individual pupils are self-isolating, please see the final section.

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 as work for all year groups from Reception to Year 4 will be accessed via our school website. This is so staff can take all necessary actions to prepare for a longer period of remote teaching.

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

Literacy and maths activities focussing on core skills for your child's year group which are accessed via 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 will teach the same curriculum remotely as we do in school where practicably possible. However, we have needed to make some adaptations in some subjects. For example, where school specific resources are needed e.g. art, PE, DT etc.

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

In line with government guidance, we expect the following from our children, however we are understanding of the particularly difficult situation that everyone will find themselves in.

For our children in KS2 (Year 3 & 4) the expectation is for them to work on focussed tasks for approximately 4 hours per day.

For our children in KS1 (Year 1 & 2) the expectation is for them to work on a focussed task for 2.5-3 hours per day.

For our children in Reception, we expect them to work on a focussed task for 0.5-1 hour per day.

These focussed tasks will include those that repeat daily such as practising spellings, reading with an adult, handwriting etc.

Accessing remote education

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

Children in Nursery, Reception and Year 1 will access their learning resources via the school website and emails from staff.

Children in Years 2,3 and 4 will access their learning via Google Classroom using their NTLP login (see your child's Reading Record for details).

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:

We appreciate the potential difficulties around young children using internet enabled devices for learning. If you have any problems accessing suitable devices, then please email your child's class teacher and we will endeavour to help in whatever practicable way we can.

The government's scheme to provide free laptops is open to applications for children accessing free school meals. However, it does not guarantee provision and has suffered delays in delivery.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely - these will depend on whether it is a whole class isolating, or an individual:

- live registration each morning.
- optional afternoon live catch-up session to discuss any difficulties for older children in Key Stage 2.
- small, live group pastoral sessions for younger children in Key Stage 1.
- children can expect to receive a blend of teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers etc) and independent tasks.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- limited long-term project work and/or internet research activities
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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?

In line with government guidelines, all pupils are expected to access and engage in the remote education as best they can. We recognise the significant difficulty that balancing home working while supporting your children can bring. However, with all our children being under the age of 10, it is to be expected that they will need varying degrees of parental support and that for our youngest children this is likely to be time intensive. Your support in helping your children to complete their work and share it with their class teacher is much appreciated.

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

- Our daily registration and afternoon catch-up sessions/small group video calls, will allow staff to monitor the children's engagement.
- Where children are unable or unwilling to take part, then class teachers will make contact directly with parents to explore any issues and possible resolutions.

How will you 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:

Once work has been submitted via Google Classroom (Year 2-4) then staff will be able to give feedback via the Google Classroom platform to help, guide and encourage the children.

For younger children, parents can share photographs of completed work with the class teacher via email. Feedback will be given via email.

If the class teacher is unwell, feedback may be very limited.

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 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:

If your child is on the Special Needs Register and receives specific intervention in school, this will be shared by the class teacher or teaching assistant who delivers it. Teachers will make every effort to provide tasks that are suited to the needs of your child.

Where there is capacity and it is felt appropriate, we will endeavour to offer video sessions to support children with specific targets that they would otherwise receive in school.

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?

Your child will access first day response materials from the school website.

Your child's class teacher will make a phone call home on day 1 or 2 to check how your child is feeling and whether they are able to access work for days 2-10.

Work for children in Year 2-4 will be assigned via Google Classroom and for children in Reception and Year 1 via email. Staff will endeavour to provide learning activities that match the objectives being taught in school and offer feedback on submitted work, although this may be more concise than when their entire class are self-isolating. While staff will not be able to provide morning and afternoon live video sessions, they will offer a follow up email or phone call prior to your child returning to school. If class teachers are unwell, feedback on work submitted may be limited until the class teacher returns to work.