



Remote Education Provision

Information for Parents

Spring 2021

CONTENTS

<i>Remote Learning</i>	2
<i>What is taught at home?</i>	3
<i>Study time</i>	
<i>Accessing remote Learning</i>	
<i>Support with Digital devices</i>	4
<i>Teaching remotely</i>	5
<i>Engagement and feedback</i>	
<i>Additional support for pupils with extra needs</i>	6
<i>Self isolating</i>	

APPENDICES

<i>Acceptable Use Agreement</i>	8
<i>Remote Learning- Bubble closure</i>	10
<i>Microsoft Team functions/ Esafety</i>	14

Remote Learning

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 bubbles to remain at home.

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

Our school will make all reasonable endeavours to provide high quality education to all pupils when they are working remotely. At times, factors such as staff absence through illness may mean that this is not always possible. Parents are welcome to suggest ways in which we can further improve our offer. Please contact the Head teacher.

Staff work collaboratively to develop their practice, we also talk regularly to our pupils, so we better understand their priorities and preferences.

The Remote Curriculum

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.

- Parents will be able to access activities via Microsoft TEAMS.
- When we know that a closure is planned for the next working day, we will endeavour to have activities prepared for the pupils.
- A time table will be issued, to help parents plan.
- Notification of online content will follow, and this will typically start on day 2 of a closure.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in science we will make more use of video content, as pupils will not have the same access to practical materials, as they would at school. Similarly, in art the children will use a restricted range of media.

PE activities are provided for the usual 2 hours of provision. However, tasks are set with safety as a prime consideration. The home environment and any restrictions that may be in place about location for exercising outdoors.

Daily Study Time

We are offering a full day's timetable including assemblies. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Foundation Stage 1 Pupils	1 hour
Foundation Stage 2 Pupils	3 hours
Key Stage 1 Pupils	3 hours
Key Stage 2 Pupils	4 hours

Accessing remote education

Remote learning is made available through the app Microsoft TEAMS. We have chosen this application because it best meets the needs of our school and in conjunction with our network provider. Children use TEAMS within school and are familiar with functions. Full guidance and joining instructions for Microsoft Teams and school guidance sent directly to parents.

The application TEAMS has a number of functions to it. As a school, we have chosen to disable the following functions for children including:

- screen share,
- creating calendar events,
- initiating calls and

This is to contribute to the safeguarding of both children and teachers and to limit or prevent information, images and inappropriate content being used or shared through the application on these functions.

It is our expectation that as users of the application both children and staff should report any additional problems directly to the Headteacher or a Designated Safeguarding Lead around the functionality of this application.

Communicating work

Children will capture work within a paper journal using resources and equipment provided from school. They can interact with staff by editing on screen, voice recording and sharing photos/ scans of their work. This will

enable pupils to benefit from a wider learning resource and support parents with their child's learning. The school will ensure their duty of care and obligations in relation to child protection and statutory guidance continue as they would do if the lesson was taking place within the school setting.

Live Streaming

Live Streaming would always be carried out within the year group Team or Nurture and any other access will not be authorised.

Filtering and Monitoring

As part of our ongoing commitment to the safeguarding of both of our children and staff, the use of the application will be heavily monitored by leaders to ensure that any inappropriate use or problems are reported and rectified as soon as possible.

Parents are asked to ensure that they report any identified issues immediately.

Whether you are using your own equipment or the school's equipment we will still seek parental agreement to follow and adhere to our school's 'acceptable use' Policy which highlights clear expectations of the use of equipment. The functionality of the application TEAMS will be disabled or enabled by the school/controller/administrator at the source irrespective of using the school's equipment or your own laptop/computer.

Support with Digital Devices

We recognise that some pupils may not have suitable online access at home, and can help by loaning out school equipment.

We take the following approaches to support those pupils to access remote education:

- Parents and Carers are asked to inform school of their needs, by responding to a survey provided by an emailed link. Paper copies are used when appropriate.
- Devices and or internet connection SIM cards have been allocated to vulnerable pupils; identification of pupils comes via staff monitoring or self-identification by families.
- Other pupils have been identified by contacting parents and providing loan devices where need is identified by parents and carers and/or levels of engagement.
- A register of pupils requesting devices is kept in school. Devices are loaned with loan agreements from the school office.
- All printed materials can be accessed from school on parental request. These materials are available to be collected by appointment from the school office.

Covid safe collection (be it of paper copies or devices) is always facilitated with care and discretion.

If pupils cannot submit work online they can, by arrangement can submit work at school with the school office and teachers will endeavour to respond.

Children who are not engaged with remote learning are called (using the contact numbers families have shared with us) and then contacted by letter if no response, to offer further support should it be required. If parents or carers need more information they can contact the school office .

Teaching Remotely

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

We have decided to use a blended approach to delivery: we judge that maintaining relationships between staff and pupils is essential. Staff are pre recording lessons that demonstrate activities and model how they should be completed. This means that real time live dialogue can run alongside, providing opportunities to celebrate success and engagement, and to ensure parity between children working in, and out, of school.

Resources are shared at the start of the day, that pupils can then access flexibly. We recognise that parents will have different levels of access to stable internet connections, and therefore do not rely on streaming live content. Recorded teaching episodes, from our staff or other sources, such as Oak Academy are integrated alongside presentations and 'worksheets'.

Reading books are provided, alongside digital reading resources.

The school already uses 'Times Tables Rockstars' and this continues during periods of remote learning. This is effective because the staff and pupils are familiar with the methodology and content.

Consideration is made to different year group needs, for example in Foundation Stage & Lower Key Stage 1, phonics lessons are taught through smaller group sessions, as well as classes on TEAMS.

Engagement and feedback

We share a timetable for remote learning at the start of any period of closure. We expect families to engage as much as practicable with this timetable, but we recognise that 100% compliance may not be realistic. Some activities may require parental support. When this is the case, we will try to model the activity clearly.

Staff monitor daily engagement with remote teaching, a weekly summary is shared with the Senior Leadership Team. Engagement is monitored each day by year groups and discussed with SLT & DST weekly. A register of this engagement is kept and an alert system is triggered where levels of engagement are assessed as being a concern. From these discussions, children are identified for contact, using their contact number provided to school. Where there is a failure to respond to these calls, or if additional needs or further concerns are identified, parents and carers are contacted by letter. Visits to pupil's homes may be arranged, subject to government restrictions and risk assessment. Pupils who have not engaged with remote learning, may also be invited into school subject to government restrictions and risk assessment.

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:

- Class feedback in TEAMS
- Individual feedback in TEAMS. This may be a comment on effort shown and any points for further improvement.
- Calls to parents by phone to discuss any questions or concerns happen as a matter of course.

Additional support for pupils with particular needs

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.

Some children are prioritised for support in school and where this can happen, children can be given a limited offer of provision that can take place more effectively in school. When children with SEND needs are working at home, teaching staff will identify differentiated activities that may be physical resources provided to support learning. An additional call home may also be made to address identified and additional needs.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education is provided but this does differ from the approach used for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Children will be provided with a remote learning pack and device if needed and will access an English activity, a Maths activity & a Big Idea activity over the course of the day through TEAMS. Staff will also respond to work submitted but we would expect parents to recognise the constraints that exist on the timeliness of the response.

If children are unwell, sensitivity will be evident in how we maintain contact with them.

APPENDICES

Remote Learning Acceptable Use Agreement (covid-19)

We are committed to ensuring the highest quality provision of education for all of our children. We recognise that because of the pandemic, in some instances on site lessons cannot always be accessed, particularly if a student is having to self isolate. The Government expects all schools to be ready to support any child educated at home for a small period of time and that they are given the support they need to make good progress and learn.

To let us prepare for the eventuality of a bubble closure we ask parent/s carers to sign the REMOTE LEARNING ACCEPTABLE USE AGREEMENT.

This document confirms that you agree to the terms of the Remote Learning Acceptable Use Agreement and in the event that a laptop has been loaned to your child, you agree and understand the conditions attached.

Please sign read and tick the agreement boxes in this form no later than Friday 17th October.

Agreement

Please be aware that Skelton Primary School will not cover costs for the repair or replacement of an IPAD or laptop due to accidental damage or loss; or in the event the device is not returned to school in the condition received. A charge of up to £300 may be charged to parents/ carers in the event of damage or loss.

Parent / Carer Name *

Enter your answer

To ensure that everyone is safe and can take part in learning at home, this Acceptable Use Agreement must be signed by parents/ carers and returned to school.

EXPECTATIONS OF PARENTS/ CARERS

While my child is taking part in remote learning, I agree:

My child will be ready to learn;

Supervised appropriately;

Working in a space with minimise distractions with their school resources available to them;

Make sure that my child understands that recording and sharing of sessions is not allowed.

EXPECTATIONS OF CHILDREN

While I am taking part in remote learning, I agree:

To be ready to work;

Try and find somewhere quiet where I can concentrate;

Make sure that an adult is near by;

Listen carefully to my teacher so that I know what to do;

Work hard;

If I have a questions or I need support, I will ask.

SAFEGUARDING & MONITORING OF SCHOOL HARDWARE

Where children have been allocated a school IPAD or laptop, this has been set up to use our school filtering and monitoring systems. This will ensure that we meet our legal requirements and more importantly that our children are safeguarded online. Our filtering and monitoring systems will ensure:

Children cannot access inappropriate material online;

All usage is monitored and risks reported to school Designated Safeguarding Lead where necessary interventions and support will take place.

Where safeguarding concerns are raised whilst a student is using their device, appropriate action will be taken. *

- I have read and agree to all the terms of the Remote Learning Acceptable Use Agreement
- I understand the expectations for my child's behaviour and I will support school by helping my child to adhere to these expectations.
- I will ensure that no attempt to record or share lessons is made as I recognise the risks this poses as a safeguarding concern.
- I agree to raise any concerns regarding my child's safety and well being with school.
- I agree that Skelton Primary School computer equipment supplied to me will only be used for the purpose of my child's learning.
- I understand that in the event of this being breached, the security of any personal information entered cannot be guaranteed and the school accept no liability for personal loss.
- I understand that it is my responsibility to ensure that my child uses the device appropriately and that it is stored securely to prevent any accidental loss or damage,

REMOTE LEARNING FOR YOUR CHILD

BUBBLE CLOSURE



In the event of a child needing to self isolate at home or a whole bubble temporarily closing, remote learning will continue from day 1 via Microsoft TEAMS.

We have put together the following information to help you understand how home learning will work. Please find included:

*How to access Microsoft TEAMS;
How teaching and learning will be offered to your child.*

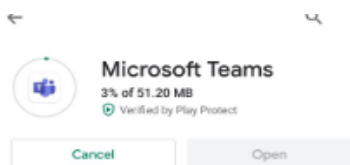
**If you have any questions please contact Miss Krywiczanin
l.krywiczanin@skeltonprimaryschool.co.uk**

We will be uploading daily work onto the Microsoft Teams platform.

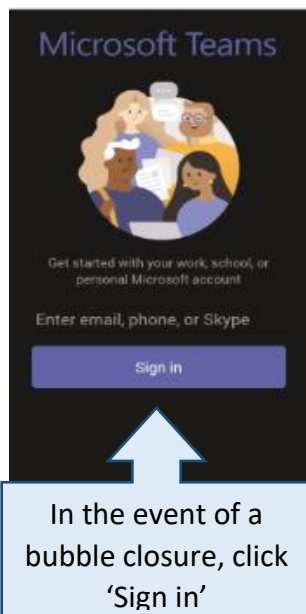
Please **do not log into Microsoft Teams with your own email address.** If your child's bubble does close, the login details will be provided in your child's Remote Learning Book



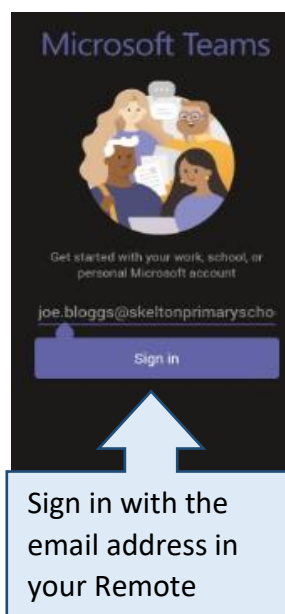
HOW TO LOG IN



Download App to your device –
You can do this now.



In the event of a bubble closure, click 'Sign in'

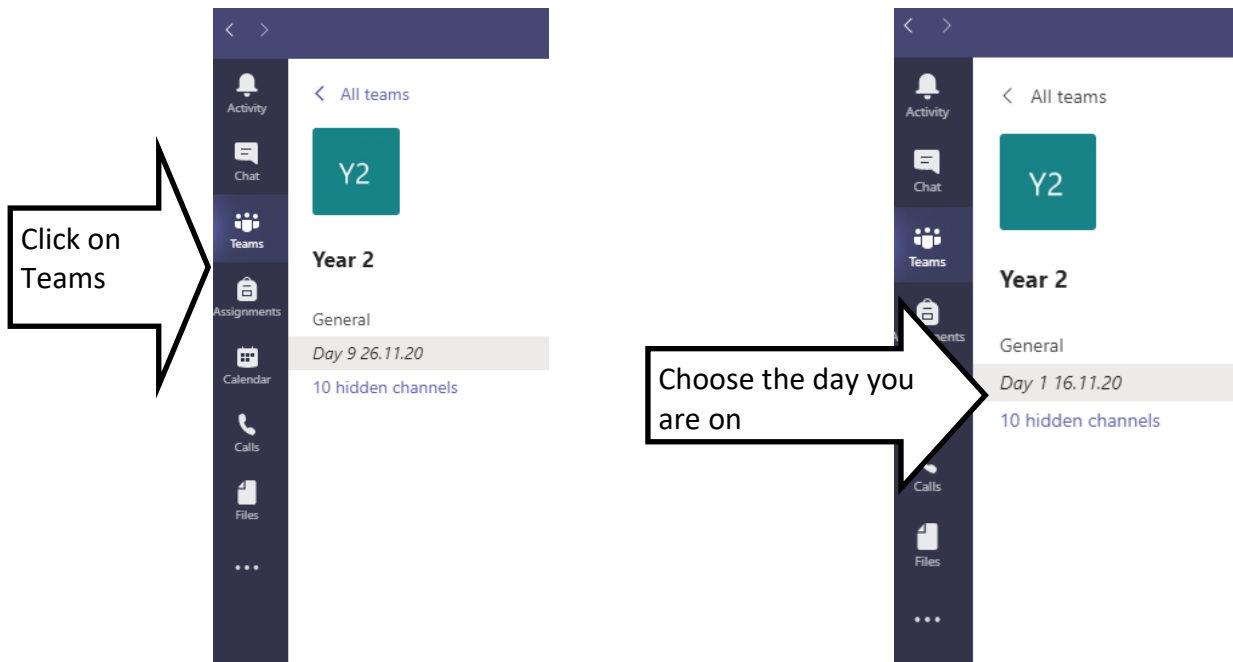


Sign in with the email address in your Remote



Enter the password in your Remote Learning Book.

HOW DO I ACCESS REMOTE LEARNING?



WHAT WILL REMOTE LEARNING LOOK

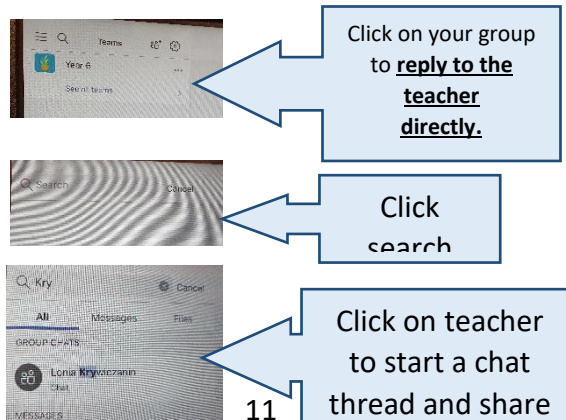
Each evening a brief timetable will be put on for the following day – here is an example of what it may look like.

A screenshot of a Microsoft Teams chat message from Lonia Krywiczaniin, dated 'Yesterday 2:24 PM'. The message is titled 'TIMETABLE' and contains the following schedule:

- 9:00am Whole Class Reading - Mr Newton will be reading the story of Jack and the Beanstalk to you then it will be time to think about and show how the different characters feel.
- 9:30am English - As part of our Fairy tales theme, we will be looking at different fairy tale villains and you will be creating your own.
- 10:15am Break time
- 10:45am UFO
- 11:15am Maths - We will be continuing our work on looking at money. Today's focus will be on 2p, 5p and 10p coins. Watch Miss Solomon's input so you know what to do.
- 12 noon Lunch time
- 1:00pm Big Ideas - Mrs Bateman will be introducing you to the 4 station tasks for this week. You can complete these at any time over the next 10 days but remember Wednesday afternoon in Science afternoon and Friday is a PE challenge.

Below the message is a 'See less' link and a 'Reply' button.

HOW TO REPLY TO THE



- Teachers will upload an instructional video about the activity and any resources in line with the timetable. This means that your children are still getting teacher instruction as to how to access activities.
- If your child needs any support with their learning, they can message the teacher with any question they may have so the teacher can support them with moving their learning forwards.
- As your child completes their work, they must send it back to the teacher via the private chat function for feedback.
- If you have any concerns about how Teams is being used. Please contact the class teacher.
- Please make contact with your teacher in some way before 11am each morning so they can record your child on the register. We will be following normal attendance procedures for children who have not been in touch.
- We are fully aware that circumstances are different for each household and understand you may not be able to complete the work inline with the timetable. If this is the case please contact you teacher so they can support you.

Microsoft Teams Chat functions

We have had several questions about using the chat function within Teams so here is a handy guide.

Are we allowed to use the chat function?

Yes, but at the right time and place. In your Team above the daily 'hidden' channels there is a channel called General. In here you can use this like your playground to chat to others in your year group. But remember EVERYONE can see what you post, children, pupils and parents so be nice to each other. Any rule breaking and the channel will be removed.

When can we use it?

Your teachers may give you an allotted time around a break or end of lesson to chat with your friends but remember you need to go to the right days channel to carry on your daily lessons at the right time.

What about private messages?

Stick to the general chat area please. If you have joined any chats you must leave them.

What should I do if I get a message I don't like?

In the same way you would tell a teacher at breaktime if someone wasn't being kind, you can do the same online. Take a screenshot of the message and send it to your class teacher. They can then deal with it appropriately. Remember, if you abuse this and aren't kind to others, we may need to block your ability to message others so **always use kind words.**

Why are we allowing the chat function?

Two reasons

1 - It allows the children to talk and 'meet' each other in a safe environment where the adults have a control over the internet. This avoids them going onto social media sites that are not as controlled (Snapchat, Instagram etc) and prevents them feeling as isolated as they could do.

2 - It gives us a chance to teach them Internet safety and internet 'manners' in a safe environment so that if mistakes are made, they can be learned from and make the children ready to be responsible digital citizens in later life.

eSafety Tips

© Learning Skills
www.learning.gov.uk

1

People you don't know are strangers.

They're not always who they say they are.



2

Be nice to people like you would on the playground.



3

Keep your personal information private.



4

If you ever get that 'uh oh' feeling, tell a grown-up you trust.



×

THINK BEFORE YOU POST!

Is it offensive?

Is it kind?

Is it true?

Is it necessary?



Is it helpful?

Is it hurtful?

Is it inspirational?

Is it fair?

**Nothing stays hidden on the web.
Anything you post will leave a digital footprint...**