# Thameside Primary School - 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 of this page.

## 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?

Your child should be able to immediately access their class’ Google Classroom. All children have been issued with login and password details. The teachers regularly upload links to classroom learning such as Powerpoints and learning materials and these will be available for your child to access. If you need your child’s login and password, you should email the class teacher on the year group email address.

nursery.tps@osborne.coop

reception.tps@osborne.coop

year1.tps@osborne.coop

year2.tps@osborne.coop

year3.tps@osborne.coop

year4.tps@osborne.coop

year5.tps@osborne.coop

year6.tps@osborn.coop

### 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?

We teach the same curriculum remotely as we do in school. Teachers will either pre-record or find teaching videos (such as Oak National or White Rose) that will go through the learning to be covered whilst the child is not in school. Resources prepared for classroom teaching are uploaded daily into the Google Classroom to be used by the children. In addition, there will be a daily Google Meet session where the children can talk to their teachers and discuss any problems that they may be having.

We may need to make some adaptations in some subjects. For example, for practical subjects such as art or design technology, the teacher may adapt the lesson to include resources that should be freely available at home so that the learning can continue to be accessed.

## 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:

|  |  |
| --- | --- |
| ReceptionApprox 90 minutes formal learning. | Daily phonics sessionReading EggsWhite Rose Maths sessionStory timeIdeas on how to develop learning at home (updated at least three times a week) |
| Year 1Approx 3 hours | Daily phonics sessionEnglishReading EggsWhite Rose Maths sessionStory timeDaily foundation subject lessons |
| Year 2Approx 3 hours | Daily reading sessionEnglishReading EggsEnglishWhite Rose Maths session/ My MathsStory timeDaily foundation subject lessons |
| Year 3Approx 4 hours | Guided reading sessionReading EggsEnglishWhite Rose Maths session/ Maths lessonMy Maths practise sessionTimes Table Rock Stars Story timeDaily foundation subject lessons  |
| Year 4Approx 4 hours | Guided reading sessionReading EggsEnglishWhite Rose Maths session/ Maths lessonMy Maths practise sessionTimes Table Rock StarsStory timeDaily foundation subject lessons  |
| Year 5Approx 4 hours | Guided reading sessionReading EggsEnglishWhite Rose Maths session/ Maths lessonMy Maths practise sessionTimes Table Rock StarsStory timeDaily foundation subject lessons |
| Year 6Approx 4 hours | Guided reading sessionReading EggsEnglishWhite Rose Maths session/ Maths lessonMy Maths practise sessionTimes Table Rock StarsDaily foundation subject lessonsStory Time |

**Google Meet Timetable**

|  |  |
| --- | --- |
| Year Group  | Time slot  |
| Reception  | 3:00 – 3:30  |
| Year 1  | 2:30 – 3:00  |
| Year 2  | 2:00 – 2:30  |
| Year 3  | 1:30 – 2:00  |
| Year 4  | 1:00 – 1:30  |
| Year 5  | 11:00 – 11:30  |
| Year 6  | 10:30 – 11:00  |
| Footsteps 1& 2  | 10:00 – 10:30 |

## Accessing remote education

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

Your child will be accessing remote learning through Google Classrooms via RM Unify.

### 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:

If your child does not have access to a suitable device and/or internet access, please let the school office know via admin.tps@osborne.coop We will be able to loan you a school device to use at home (subject to you signing a loan agreement) or a free card with a month’s worth of data.

In exceptional circumstances, we may be able to provide you with paper copies of the online learning, however, parent should be aware that this will not mirror the quality of the learning available online.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

* live teaching (online lessons)
* pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* online powerpoints and lesson resources
* printed paper packs produced by teachers (e.g. workbooks, worksheets)
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Reading Eggs and MyMaths
* limited long-term project work and/or internet research activities

## 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 pupils to:

* engage daily with the learning provided by their teachers for the allotted time.
* upload their learning
* interact respectfully with their teachers sharing their learning or asking for support

We expect parents to:

* support their child’s learning by setting routines to ensure that the child accesses the work provided
* encourage their child to interact with their teacher particularly if help and support are needed
* be interested in their child’s learning

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

If teachers are in school teaching, they will check on pupils’ engagement with remote education at least three times a week.

If the teachers are working from home, they will check daily.

If teachers find that children are failing to engage with online learning, they will contact the parent, initially, by email stating their concerns. If, after a day or two, there is no response, or pupils continue not to engage, parents will be called to see if there are any problems.

### 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:

Teachers will provide feedback on the learning uploaded to the platform by commenting on the pupils work when it is uploaded. If teachers are in school teaching, they will provide feedback at least three times a week. If the teachers are working from home, they will provide feedback daily.

## 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:

For families of pupils with SEND, teachers will ensure that the learning provided matches the needs of the child. For example, if your child attends a Footsteps group, the teachers will provide learning that is accessible by the child e.g. songs, videos, phonics and worksheets. They may also provide ideas to support learning at home.

For our younger pupils, teachers will continue to use Google Classroom to provide remote learning videos, songs and learning ideas whilst encouraging parents/ carers to upload photos and videos of the children’s learning onto Tapestry so that they can be added to the child’s learning journal.

## 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?

The main difference in this circumstance will be that teachers will not be able to provide daily feedback. Work will continue to be provided via Google Classroom but is more likely to be through videos from Oak National Academy rather than being led by teachers in the school. Someone from the year group will endeavour to check the platform daily to give help and support as a minimum this will happen three times a week.