



Edgewood Primary School

Building skills and values for life

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 where national or 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?

Work will be uploaded to SeeSaw on the first day children need to isolate, a bubble is closed or the school closes. Parents should not expect it to be there first thing as teachers may be teaching their class still or making other arrangements.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects such as adapting the content and/or delivery method to make the work suit delivery at home.

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:

Key Stage 1	3 hours	This is a nominal period of time that the work set would be expected to take in school. It includes the amount of time the instruction would take plus the average amount of time we would expect an average child to complete it and get feedback. You may find the work takes less time at home or slightly longer. Please note that because we are uploading work to SeeSaw, that work does not need completing at set times but you can plan it when it is most convenient for you as a family.
Key Stage 2	4 hours	

Accessing remote education

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

Work will be set on SeeSaw and live drop-in sessions and PSHE sessions will be timetabled and run through Microsoft Teams. Instructions on accessing both are on our web site or call school if you need further assistance.

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 have specifically selected platforms that can be accessed via a wide range of devices. You can access SeeSaw and Teams through the following devices:

- Smart phone
- Tablet (including Amazon tablets)
- Laptop or other computer
- Playstation
- X-Box

We have been issued a very limited number of devices by the DfE and if parents are struggling to access our platforms on devices or are struggling with internet connections they should contact school. Devices will be issued to disadvantaged pupils first who haven't been offered a place in school.

Wherever possible pupils need to access the online learning. The recorded videos and other interactive elements cannot be replicated on paper and your child will miss important learning. Please contact school if you cannot access them.

Work can be submitted by responding on the online template or by taking a photo of the work and uploading it to SeeSaw using your phone. Again, call school if there are issues.

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 (including some of the following depending on your child's age; phonics, story times, drop-in sessions with the teacher, PSHE sessions with the children in school.)
- recorded teaching (mainly video/audio recordings made by teachers, but a small amount of material from other providers where it exactly matches our curriculum and caters for mixed age classes.)
- Written instruction uploaded to SeeSaw (that may also be supported by videos recorded by the teachers).

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 would ask you to ensure that your child engages with all the remote education set and completes the work.
- We would ask that you support your child to attend at least some of the live sessions so they can interact with their class and teacher each week.
- We would ask, as parents, that you support your child by having set times to complete the work that work for your family. Having a specific place where the work is completed and rules like the television and/or games being off at those times will also help support that those are times to work.

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

- We monitor pupils' engagement with remote education on a daily basis. Staff are working to approve work and provide feedback and are logging who is not accessing SeeSaw work or attending live sessions.
- Where engagement is a concern, we will speak to parents by phone and also talk to the pupil.
- If we are unable to get in contact we reserve the right to perform a home visit or liaise with external agencies to ensure your child is safe.

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:

- All work will be acknowledged on SeeSaw. This may be via a short comment or by ticking and crossing answers.
- Pupils will usually receive feedback on work submitted during school hours on a weekday on that day, however it may be responded to on the following weekday. Work submitted after 4pm or at weekends will not be responded to until the next weekday during working hours.
- A number of staff are providing feedback for each class and it will not be the class teacher that provides feedback on all of your work.

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:

- Where children have significant SEND needs we will speak to families and work with them to deliver appropriate remote education.
- For younger pupils we are using more short, interactive sessions, to support their learning as many will be unable to access complicated written instructions.

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?

Individual pupils self-isolating will be given SeeSaw instructions, (recorded and written) that are planned and sequenced to match the work being provided in school. Feedback may take longer to provide in these circumstances due to the staff working in school but it will be given. Staff will call pupils at least weekly to check in on them.

It is very important that isolating pupils access this education or they will miss vital work that may not be covered again.