



Remote Education Provision

Sir Henry Fermor CE Primary School

January 2021

Introduction

Remote Education Provision will be used where a class or year group need to self-isolate and where local or national restrictions require pupils to remain at home. In these events, our school is committed to enabling a continuation of good quality learning for **all** of our pupils.

Our school ethos is underpinned by our school vision:

Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, achieving fullness.

Switching to Remote Education will not mean we lose sight of our school vision.

Remote Education is best enabled via the internet. We recognise that not all families have access to this, and/or when siblings and parents are also working from home, they will face the challenge of enabling enough devices for each child. Where this is the case, we urge families to contact us as soon as possible so that we can discuss the learning and support options available and how we can best support you and your children.

We accept that it isn't possible to replicate the full breadth or pace of the school curriculum via online platforms, however, the value of a good education and good mental health remain of prime importance. It is key for our children to maintain a daily habit of learning and teachers will use the full range of resources available to ensure that lessons are engaging, relevant, challenging and include opportunities for assessing each child's learning; we know parents value the school's support in providing guidance, tasks and feedback.

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 restrictions require whole schools or groups of children 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 at home?

- In the first instance, pupils will be sent home with work to complete or sent learning via year group email, from the class teacher.
- The class teacher will continue to update individual children and families with learning each day via email, or where many children are learning from home, via the website [class pages](#).
- Children should submit work via Microsoft Teams or by paper, as requested, to the school where feedback can be provided.

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. For example, our PE and Science curriculum all have practical elements and resources which it may not be possible to replicate at home. In these cases, we will make appropriate adjustments, with the aim that the learning goal remains as close to when it is taught in school.

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 between 3-4 hours each day:

It should be noted that the figure of 3-4 hours a day, is an average engagement, across the school and cohorts. We know that this will be difficult to sustain for some families, for example, for our youngest students remote learning will be practical and play based in nature, not necessarily always viewing taught lessons on screen. Our youngest children will also benefit from short bursts of learning, reading and phonics, whereas our Year 5 and 6 children for example are more likely to sustain 4 hours of lessons or teacher directed activity.

Accessing remote education

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

There are three main sources of access:

1. Our website [class pages](#) for all children, with daily plans, recorded lessons and links to all learning resources.
2. In addition to the class pages, EYFS children access their teacher-led learning via Tapestry. Parents use this to communicate directly with the teachers and teaching assistants, during the school day and feedback is provided through this platform.

The school uses the following websites as part of its remote education programme:

[White Rose Maths](#)

[Espresso Learning](#)

[The Oak National Academy](#)

[Cbeebies](#)

[BBC School Radio](#)

[Language Angels](#)

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:

- All pupils are provided with a Remote Education exercise book, in which they date and complete all of their learning.
- Should parents or carers need support or information about how we can support families with access to remote education they should contact office@fermorschool.org.uk or call 01892 652405. Alternatively they can speak to our DSL for more urgent or confidential support via dsl@fermorschool.org.uk or on 07707 921126.
- If pupils need any printed materials, parents or carers should contact the class teacher via the Teams account
- If pupils do not have sufficient online access, completed work can be passed to teachers by dropping off work to the school office.

How will my child be taught remotely?

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

- recorded teaching by their own class teachers and TAs and those in their year group
- access to good quality online learning platforms, planned by the teacher to dovetail into the curriculum planning (e.g., White Rose, Espresso, Oak National Academy)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- live class gatherings for the older pupils to receive feedback, where staff help solve pupil questions or misconceptions and where pupils can engage with peers through learning quizzes. Ahead of these sessions, parents will be emailed invitations.
- feedback for parents via Teams and Tapestry where parents can request support and guidance, with their child, on the learning.
- commercially available, approved websites supporting the teaching of specific subjects or areas, including video clips or sequences as listed above.
- some focussed short-term project work and/or internet research activities when applicable and pupils have the necessary skills to complete such tasks

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 recognise that remote education places pressures on families, especially where there are multiple children learning at home and when adults are also working from home. Our school motto '*Inspire, Believe, Achieve*' applies here as much as anywhere. We hope that your children will still be inspired to learn at home, as they are at school, they continue to believe in themselves and achieve the best that they can, with the time and resources that you have available. But in an already challenging situation, we recognise that remote teaching can feel stressful for some children and families and that they can miss the direction of a teacher or teaching assistant and therefore some days may not be as positive as others. Parents can keep in touch with their class teacher through Teams and use resources on our wellbeing pages on our website for advice. Parents can also contact us at dsl@fermoschool.org.uk or call 07707 921126 for urgent, confidential or safeguarding support.

- We expect our children to complete the day's learning on the [class pages](#), but if access to learning is problematic on some days, we expect at least the English and maths and reading to be completed.
- Each year group has their own specific requirements for returning learning for feedback and this is communicated to parents via Teams and the [class pages](#)
- We expect parents will support their children's learning in the best way they can, given the challenges of home learning and working. We ask parents and carers to provide a safe place to work, a routine, and a steer towards the support offered by class teachers. We will also strive to provide guidance for supervising adults to ensure that time is used as productively and developmentally as possible.
- It is recognised that very young pupils are likely to have needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Registration to Oxford Owls online means that our early readers still have access to good quality, developmentally appropriate books, aligned with the phonics and reading scheme in school.
- We will aim to support parents, carers or other adults at home to continue to support children in their early reading, where appropriate. We will also provide opportunities to practice phonics content.

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

- Parents/children register in Teams each morning and class teachers and teaching assistants will monitor engagement with learning and offer extra advice and support where this is low.
- Specific pieces of work may be marked and feedback given, in a number of different mediums and parents are informed of this in the [class pages](#)
- Where engagement is a concern, members of the senior leadership team and safeguarding team will work alongside families and children to navigate the issues faced. Where necessary, we will strive to provide devices, data and paper copies or stationery.

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:

- When pupils submit their work, they can expect feedback on this from either the class teacher or teaching assistant.
- Feedback will be offered on work at least three times each week.
- Families should note that feedback may not be immediate or offered on the same day the work is submitted, due to teaching commitments and in school and recording lessons.
- Specific pieces of work will be required for marking and feedback given, in a number of different mediums; parents are informed of this in the [class pages](#)

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:

- Children with SEND will receive specific teacher/teaching assistant contact from the staff who support them. At home, activities will be achievable and in line with the learning they would normally access in school. Advice and support will also be made available via the school's Inclusion Manager, Mrs Charlotte Ashdown SENDCO@femorschool.org.uk and our Behaviour and Learning Mentor, Mrs Emma Bamford.
- Children with SEND and an ANP are categorised as “vulnerable” and are invited to attend school during the period of Remote Education, if it is felt this is best for the child and the family.
- Children with EHCPs are categorised as “vulnerable” and school can offer a place within the critical worker/vulnerable provision.

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 provision will differ from the approach for the whole group or whole school. This is due to the challenges of teaching the majority of pupils at school whilst some are at home.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If a child is self-isolating, and the rest of the class continues learning in school, parents can expect a similar provision as outlined above, using lessons and resources taught in school. However, staff will be mainly engaged with the teaching of children in school and may not be able to provide feedback as frequently.

How do I contact my child's teacher?

Teachers and teaching assistants will be available via Teams to support children and families with their learning during the standard school day (8:45am-3:15pm).

Parents are also able to contact their teacher via office@femorschool.org.uk in the event of Teams not being accessible.