

Conifers Remote Education Provision: Information for parents/carers 2021/22



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?

The school will aim to provide work via Google Classroom or Tapestry as quickly as possible for the children to continue with their learning. During the first day or two, the teachers will signpost the children to complete work on existing online learning resources such as TT Rockstars, myOn and learning websites shared on the individual class pages on 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?

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 due to the resources and space available to children at home. For example, PE and Science lessons.

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 a day
Key Stage 2	4 hours a day

Accessing remote education

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

Early Years:

- Tapestry will be used for Reception Class children and families using existing log in details created at the beginning of the Reception Year. Planned activities, recorded lessons and live lessons will be shared through Tapestry.
- Teachers and/or Teaching Assistants will provide feedback through Tapestry.
- Tapestry will be used to communicate with families individually or as a class.

Key Stage 1 & 2:

- Google Classroom will be used for Year 1 – 6. Google Classroom will be accessed through individual child passwords.

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:

- The school has a limited number of laptops to loan to families who need access to online learning. Requests for these devices can be made through the school office. The Headteacher will then prioritise and authorise the distribution of the devices using DfE guidelines and knowledge of the families.
- Printed work packs will be available to be collected from the school office for any child not able to access the online learning platform. Parents/carers can contact the school office for a pack or inform the Class Teacher or Teaching Assistant during the weekly welfare telephone call.
- Completed work packs can be returned to the school office. The packs will then be marked by the teacher.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching by Conifers staff
- Set open-ended, problem-solving activities which encourage independent learning
- Signpost children to videos and other resources to facilitate blended learning: teachers share links to learning sites, such as Times Tables Rock Stars, myOn, sites for phonics
- Assign work every day that consolidates existing learning and for new learning.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home

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?

Expectations for the child:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Expectations of parental support:

- Provide a space for their child to work at home
- Establish a routine for their child
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

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

- Teachers will share feedback through google classroom or Tapestry
- Next steps will be provided when necessary
- Paper work packs can be returned to the school office and will be marked by the class teacher
- Teaching staff and Teaching Assistants will make weekly phone calls to all families. These phone calls will increase in frequency if there is a lack of engagement or a concern.
- School staff will log the levels of engagement for each child and a lack of engagement will be followed up with parents/carers through the weekly phone calls or additional calls if necessary.

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 share feedback through google classroom or Tapestry
- Next steps will be provided when necessary
- Paper work packs can be returned to the school office and will be marked by the class teacher
- Teaching staff and Teaching Assistants will make weekly phone calls to all families. These phone calls will increase in frequency if there is a lack of engagement or a concern.

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 appropriate, individual work will be set for SEND children via Google Classroom, Tapestry and through paper work packs.
- 1:1 Teaching Assistants might communicate with families through Google Classroom or Tapestry.
- 1:1 Teaching Assistants might add individual work to Google Classroom or Tapestry.
- ELSA and THRIVE Team provide individual support via telephone and by providing activity packs for mental health.
- Dorset County Speech and Language (SALT) sessions to continue virtually and individual families to be contacted via the SALT Service.

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?

For children self-isolating, teachers will add the weekly class work to Google Classroom or Tapestry so that learning can continue for the child. Feedback will also be provided. Paper packs of the classwork will be also sent home if there is not access to Google Classroom or Tapestry.