

Moss Hall Schools Federation

Our approach to remote education provision



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?

On the first day of absence due to whole class isolation or school closure for Covid related reasons, if pupil are well then they should visit the Google Classroom page for their class (Y1-6) or Tapestry links if in Reception.

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?

From the second day of whole class isolation, pupils are provided a full timetable of learning, equivalent to the school day, including a mix of live and recorded content each day.

The core offer includes:

1 x Maths lesson

1 x phonics & English (EY & KS1) or 1 x English & reading (KS2)

1 x other curriculum subject

The lessons follow the schools intended curriculum, as set out in the curriculum map. Adaptations will be made as necessary to the curriculum to ensure lessons can be realistically delivered on line and reflect the children's age and stage

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:

Reception	3 hours
Key Stage 1	3- 4 hours
Key Stage 2	4- 5 hours

Accessing remote education

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

- Live lessons are accessed via Google Classroom or zoom.
- Practice work is set via the Google Classroom or Tapestry. Pupils complete and submit work via these platforms

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 schools have a limited number of chrome books and I pads for loans to families to support learning at home. We are in close contact with families and will provide to those where device access is lacking. This is routinely evaluated through the lockdown

The school may apply to Gov.uk for additional mobile data allowance where this is needed. The schools have invited parents to make contact for help with this

Additionally, we can apply to a government scheme for 4G routers for families.

We have send home packs of learning and resources and in these cases the teacher calls the family weekly to check work and well-being

How will my child be taught remotely?

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

Up to 2 live lessons or sessions per day

- 1 x maths lesson
- 1 x English& phonics lesson (EY & KS1) / English – KS2
- Reading groups

Daily recorded lessons covering the wider curriculum

Moss Hall Infants

Online resources with the schools pay subscriptions for:

- RWINc – phonics and online reading resources
- Reading Owl – online reading resources

Moss Hall Juniors

- Word shark
- Times tables Rock stars
- Century Tech

Printed paper packs and reading resources.

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?

- A time table of learning is posted on the Google Classroom for each class
- Pupils are expected to follow this, attending the daily registration in the morning, each of the live lessons and live groups. We understand that due to range of factors this may not always be possible and some lessons are recorded and uploaded to the Google Classroom to be accessed later
- Parents are asked to support their children access their online platforms
- For pupils in R to Y2, most children should be able once set up, to access the lesson by themselves. We ask that parents remain nearby to support.
- For pupils in Y3-6, once they are set up, most children should access each lesson **without adult supervision.**
- The live lessons are not for parents to take part in or comment on during or after the lessons. Children may seek guidance from their teachers as they do in school. Teachers will not engage with parents over their child's ability to access the learning as this will be evident from the work turned in. Genuine concerns should be addressed via the school office to the teacher.
- It is not expected or necessary for the parents to mark, feedback or critique their child's work during a lesson or prior to submission.

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

- Teachers keep a daily register of attendance on line. There is a live register session every morning. This information is shared with the school leadership teams who will follow up any non-attendance
- Where the Head of School has a concern about non-attendance or if work is not being submitted or not submitted to a high standard, the teacher or a school leader will make contact the parents of the pupil.
- If the child continues not to engage the school will involve the Education Welfare officer (EWO) for support.
- Any child who has been offered and refused a critical worker place and who is not engaging online will be referred to the EWO.

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 give feedback to pupils via Google Classroom or Tapestry
- Where possible our marking policy will apply. Voice notes may be used. Work will be acknowledged.
- Using the assessment of learning, teachers will adapt lessons, bring children into specific groups, give individual or group feedback. Sometimes feedback will be in depth, light touch or not evident. All turned in work is assessed for quality, quantity and effort.
- All children are expected to turn in their best work on time as requested.
- Whole class feedback is part of our policy and will be used to gather teaching points for subsequent lessons

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:

To support children to achieve in each lesson, the teachers will

- Adapt the learning so it is accessible
- Work with family members to understand where further support is needed
- Provide additional practical or physical resources if needed

SENDCos lead weekly surgeries for teachers to drop in for guidance and support in adapting planning for online learning. Keeping learning support plans active through this period is a priority.

SENDCos are leading a parent forum each half term for feedback and review

TAs are providing re-teach and pre-teach sessions from week 3 determined by the class teacher evaluations of engagement and work turned in.

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 full information on remote education for individual self-isolation please see our Remote education policy on our website