



The FOREST FAMILY Remote Education Provision Information for Parents With expectations / protocols threaded through.

Please read in conjunction with our remote education audit and specific information from class teachers as well as our safeguarding policy, covid behaviour annex and our online safety guidance and agreement.

DFE guidance states that schools should “Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.”

In the event of any form of isolation and loss of learning caused by Coronavirus, parents should understand that engagement in remote home education is now compulsory, as is the expectation that our school makes this provision available and accessible.

This information is intended to provide clarity and transparency to children and parents about what to expect from remote education where national or local restrictions require:

- A School closure and all children to remote learn except key worker and vulnerable children who are in school.
- B Entire cohorts (or bubbles) to remain at home or
- C A child is self-isolating but is not too poorly to work at home.

In all of the above instance of closure the following plans apply.

The remote curriculum: what is taught to children at home

Children will be taught through:

- Live lessons
- Video lessons
- Activities will be placed on our Seesaw online platform with communications such timetables and live lesson links on Class Dojo.

Children submit their remote learning to teachers directly through Seesaw which will be marked with quality feedback or approval on a lesson by lesson basis.

Additionally, we will provide quarantined reading books to be collected on a regular basis and work books / resources where necessary.

Daily worship will be provided with links placed on Dojo.

Whole class / Key Stage, school and community competitions, activities and events / services / plays etc. will also continue in a hybrid way and all information will be provided within the school newsletter and links in Dojo.

What will Remote Education look like whilst my child is not at school and when should they complete it?

Children will have access to all of the curriculum. Different areas of the curriculum will be planned for your child to access daily so that they do not miss out on the objectives being taught in class and therefore reducing the risk of missing key concepts and hindering their learning journey. Activities/tasks will be designed to be completed in your home and garden. These activities will be directly linked to what your child would have been taught in school at that time and will make specific reference to new teaching content as well as consolidating previous learning too.

Except in certain circumstances, a minimum of English and Maths will be live or video lessons with live, video lessons or activities with clear explanations for all other subjects.

Don't forget to:

- Read their reading book or any books you have at home
- Learn their spellings
- Engage in Time Tables Rockstars and activities to practice arithmetic targets
- Ensure regular physical activity in addition to the PE lessons set.
- Ensure daily mindfulness / opportunities to work on wellbeing, share feelings etc.

Your child/ren will need to access and upload their completed activities onto seesaw each day, alternatively, children

can work on paper and photograph it to upload their learning for that day. They may choose to upload an audio or video file of their work.

There will be a mixture of online and offline activities planned as we understand that computer/devices may need to be shared within the family.

A timetable will be provided by class teachers but you will need to manage your day around your own working requirements, siblings work and attention. Please aim to attend live lessons as they stream.

Please aim to upload any work as regularly as possible. The main reason for this is, if it's all done in bulk after several days, teachers haven't had a chance to look at it and alter lessons to meet needs to move learning forward. If it's well after the lessons, we have moved on. Secondly, to receive a large number of items in one go is not easy to mark and action.

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 children broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

How will my child's special educational needs be supported?

We recognise that some children, for example some children 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 to support those children in the following ways:

Our SENDCO will be in regular contact and make clear, initial plans based on whether your child can attend school or not.

Work will be planned according to the child's needs. Where specific, individual support plans are in place work will be set according to this. A teacher or teaching assistant will provide further guidance and, we will also connect 1:1 with them using teams or zoom as well as additional video clips and audio files to support their learning. We will make regular telephone calls home to ensure that children and families are happy and learning well.

How and when will my child/ren hear from their teacher and get feedback?

We are proud of our children, families and staff who always work so hard during hybrid learning and historical online provision has seen between 180 and 250 pieces of work a day PER CLASS and staff like to mark thoroughly whether it be an acknowledgement through to written, audio and video feedback. Staff do this in addition to planning, teaching face to face, supporting emotional needs and, still have to complete assessment recording, communications and other school responsibilities.

Under normal circumstances in school we feedback within the lesson and whilst we read every piece of work, we do not comment in every book in every lesson and we create a 'FIT' (Feedback Improvement Time) sheet to list all the next steps needed and, the next piece of learning is tailored to that.

The DFE (Department for Education) are expecting 3 hours (KS1) and 4 hours (KS2) quality learning a day and state that feedback should be weekly as a minimum.

In order to manage everyone's mental health and staff workload, we will target what needs marking with a 'like' on everything and teachers can plan next steps based on how the children have achieved. English and maths will be liked and where teachers are happy with it and it's accurate. They will quality mark (e.g. circled in red, comments, voice notes etc.). if there are any corrections, improvements needed in order to progress learning further. All other work will be appreciated and approved with comments only if the children are off course.

Additionally, the timescales for staff to respond to work and communications will be between the hours of 8.30 am – 4.00pm unless they choose to do so but it is not an expectation and work after this time will be liked or added to journal after 4pm unless the children have misconceptions and feedback will be provided.

We deploy all available staff to feedback on seesaw.

Feedback will come in many forms including written/typed comments, acknowledgment of learning, or staff audio-recorded and video feedback. Your child may receive additional challenges to think about in their further learning if they have found something easy or they may get another similar activity if they need the extra practice of the skill.

Children do not need to respond in writing to their feedback that their teachers give however they may well need to act on the advice given in their future learning, just as they would do in school. If your child does not understand their task, they can contact the teacher.

Staff will manage feedback dependent on the numbers of children in and out of school due to their class teaching commitments.

Engagement and attendance expectations

We believe in every child's right to an education. Therefore, daily attendance on online sessions is expected. We encourage all pupils to attend all of their sessions to maintain their quality of education. However, we understand that some families are sharing devices and this is not always possible so we will be monitoring attendance daily from pupils. If we have no attendance from your child for a full day your child's class teacher will contact you in the first instance, passing on names to the senior team mid-week for follow up.

Please encourage your child to attend their sessions where possible and complete any assigned learning tasks. A good routine can be maintained through following the suggested timetable uploaded by your child's teacher.

If my child does not have digital or online access at home, how will you support them to access remote education?

Our connectivity survey completed by parents informed us as to who has access to technology and the internet at home to enable us to provide appropriate resources.

We recognise that some children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

Families who are having hardware (iPad/tablet or laptop) difficulties or connectivity issues will be supported and they can borrow school kit with an appropriate user agreement.

If there are insurmountable IT issues, then we will provide a paper pack of learning for collection.

Logins to online learning resources

We subscribe to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be sent home inside the 'remote learning pack'.

Login details that should be included are:

- Seesaw: All children are connected to seesaw as our online learning portal.
- Class dojo: All parents are connected to Class Dojo across the school community. This will continue to be used as a means of direct communication between the staff and parents using the 'whole school story', 'class story' and individual messaging. Messages will be posted on class story with a summary of the lessons that are to be completed, zoom / teams links etc.

Your child may have other accounts and will be provided with login details such as Times Table Rockstars and Numbots.

There are other resources which we use, are listed in our permissions bank and privacy notice and details for login will be provided.

Staff will regularly post appropriate websites and signpost externally provided activities and links relevant to your child's age and stage of learning.

Further information

Where vulnerable children are not in school, senior leaders / SENDCO and nurture lead will make regular contact which will be recorded on our online system, 'My Concern.'

All free school meals children will be provided with food if they are in school and a hamper if they are working from home.

Key principles for children for live virtual learning:

- I will only use technology for school purposes as directed by my teacher.
- I am aware that when in a live lesson or time with my teacher / nurture leader that this is an extension of the classroom and I should conduct myself as I would in a classroom and that all the normal school rules apply when I am

learning online. If behaviours are not appropriate, my parents will be informed and I may be removed from the virtual classroom if not adhering to the rules.

- I understand that zoom / teams is an extension of the classroom and that I should conduct myself as I would in a classroom environment. This includes:

- Being in an environment that is safe, quiet and free from distractions (It must not be a bedroom)
- Sitting appropriately at a table to protect posture
- Being on time for the virtual lesson
- Dressing appropriately for learning (no pyjamas)
- Not eating (a drink is fine)
- Being attentive and following all instructions
- Treating others with kindness and patience, particularly where technical issues cause disruption
- Not writing inappropriate or irrelevant comments in the chat box
- Unless it is not possible (technical) or it has been discussed and agreed with school staff, (emotional needs etc.) ensuring my video is on.
- Muting my microphone until I am interacting with my teacher or peers
 - Additionally: Can children please remain muted if families are on work calls in the background. We completely understand and are in awe of what you are juggling but it's really hard to teach with several other conversations going on behind the scenes. If the children become familiar with mute / unmute they can engage well when it's their turn.
- Interacting patiently and respectfully with teachers and friends – including consideration of chat box use and screen writing/annotations.
- Not recording each other's online interactions
- Finishing the session when your teacher instructs me to do so

Unfortunately, we cannot open our Zoom meetings too early or we will use up our allowance.

- I understand that when using applications provided by the school that my use can be monitored and logged and can be made available to my teachers.

- I will follow our online safety agreement such as not revealing my details / passwords to anyone.

- I will be responsible for my behaviour and actions when using technology, including the resources I access and the language I use

- I will make sure that all my communication with children, teachers and others using technology is responsible and sensible

- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent.

Teachers have a range of protocols to ensure effective safeguarding and GDPR when delivering live and video lessons. They may need to live-stream lessons from their homes in order to maintain learning opportunities for their children in the event that they need to isolate or are at home for other reasons. They may engage in video calling and this will be in an appropriate room with professional dress and conduct.

Do contact school if you have any questions which have not been addressed in this document.