



Sunnyhill Primary School

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?

In the event that the school has to close unexpectedly, we are able to switch immediately to our two online learning platforms: Google Classroom (KS2) and Seesaw (EYFS and KS1). Where necessary, children will be provided with the appropriate technology and resources to enable them to access the learning.

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 will need to make some adaptations in some subjects. For example, practical science and art activities will be possible only when using equipment which is generally found in the home. We will prioritise English and Maths if a whole bubble or the whole school is closed.

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:

EYFS/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?

At Sunnyhill, we use two online platforms.

In EYFS and Key Stage 1, learning is provided on Seesaw.

In Key Stage 2, learning is provided on Google Classroom.

Both of these platforms can be accessed via laptop, tablet or mobile phone apps.

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:

- A survey sent to families so that they can make us aware of any technology or internet needs.
- The school contacts disadvantaged families directly to offer support where needed.
- The school has been allocated laptops from the DfE which are loaned out to disadvantaged families.
- Paper copies of planning and work are made available for families to collect weekly. Parents will be asked to return work each week in order for the class teacher to check the children's progress with their learning. This is the case in the event that all other options have been exhausted.
- Applications can be made for additional broadband.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Live curriculum support sessions

This is how remote learning will look for each Key Stage:

EYFS

Weekly plan sent to families

One daily phonics lesson (recorded)

Two daily activities linked to the EYFS areas of learning

One daily PE activity

1 x week - Zoom/Google Meet (live)

Dip and do for children to complete at their own pace during the week

KS1 and KS2

Weekly plan sent to families

One daily phonics or guided reading lesson (recorded)

One daily English lesson (recorded)

One daily Maths lesson (recorded)

One daily Topic lesson

1 x week – informal Zoom/Google Meet during the week (live)

2 x week – Maths support sessions (live)

Dip and do for children to complete at their own pace during the week

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?

Children are expected to engage with remote learning daily unless there are personal circumstances which mean that this is not possible. In the event that your child is unable to engage with the remote learning for example, in the event of an illness, this should be communicated with the school office/ class teacher.

In order for your child to be able to make the most of their online learning experience, below is a list of ways in which you can create an effective learning environment.

Where possible, create a designated space for learning

Children are more likely to be able to focus if they have a dedicated learning station somewhere quiet.

Be ready

Ensure your child has everything they will need to complete their tasks for the day.

Create a realistic timetable

When children are learning at home, it is not the government expectation for them to complete a full school day. At the beginning of each day you will be sent a list of activities. You may find it helps to set out a timetable so that children know what to expect.

Find out how to lock screens and set limits for their computer use

Distractions are easy to come by when working on a computer. Every device has the ability to allow your full control of which pages can be accessed, including:

- Setting specific time limits for your children's use
- Controlling/blocking games your child can access
- Preventing children from using specific programs
- Managing content children can search for online (kiddle is a child's online search engine)
- Disable notifications

Encourage independence in older children

Whilst it is important for your child that you show a keen interest in their online learning, we will encourage learning independently, particularly in Key Stage 2 (year 3 - 6). Encourage your child to have a go at solving problems and finding answers themselves.

Take regular screen breaks

As online learning continues, we recognise the importance of maintaining a balance between screen time and other activities. Too much screen time can interfere with sleep, attention span and energy levels. However, screen time can also be positive, especially when it is ensuring consistent progress. We aim that your child experiences both, with a good mix of physical/paper activities and online learning.

Don't put too much pressure on yourselves or your children

Recent events are challenging for us all and, as we navigate this new way of working, we can expect to face challenges. If you or your child are struggling with the online learning your child is being given, please let us know.

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

Class teachers will monitor the engagement of children on the remote learning platforms daily.

Where there is a concern regarding the engagement of individual children, the parents/carers will be contacted. Initially this contact will be made through an email from the class teacher. If engagement continues to be a concern, parents/carers will be contacted by a member of the school's leadership team. The leadership team will offer support to families as necessary.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Class teachers are expected to respond to work daily. This feedback will take different forms including written comments (more detailed for core subjects) and quizzes marked automatically via digital platforms

Pupils are expected to respond to the teacher's marking, making corrections where necessary.

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:

We will offer individualised remote learning packs for those children who are unable to access remote education without support from adults at home.

Our SEND coordinator will offer support via phone/ email to families. Where possible those children with EHCPs will be actively encouraged to attend a place in the key worker/vulnerable groups at school.

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?

In the event that a child needs to self-isolate, activities will be uploaded onto Seesaw/Google Classroom. These activities will reflect the classroom experience as much as possible. Ongoing communication between class teacher and parent/carer to ensure regular and meaningful engagement.