

Normanby Primary School, Ironstone Academy Trust

Providing remote education: information for parents and carers at Normanby Primary School

So that pupils and their parents know what to expect from our school if they need to self-isolate (or local restrictions require them to remain at home), we are publishing the attached information about our remote education provision on our website.

Carl Faulkner, Executive Head
Kathryn Pentney, Head of 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 if 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 document.

Our school will make reasonable endeavours to provide high quality education to all its pupils when they are working remotely. At times factors such as staff absence through illness may mean that this is not always possible.

Parents are free to suggest ways in which we can further improve our offer, by contacting the Head teacher.

Staff within our Trust work collaboratively to develop their practice, we also talk regularly to our pupils, so we better understand their priorities and preferences.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take the necessary actions to prepare for a longer period of remote teaching.

Parents will immediately be able to access some activities via Seesaw, these will be based on the homework activities in place for their child.

When we know that a closure is planned for the next working day, we will endeavor to send some 'hard copy' activities home with pupils. A timetable will be issued, to help parents plan when their child will be able to attend 'Teams' calls.

Notification of online content will follow, and this will typically start on day 2 of a closure.

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, in science we will make more use of video content, as pupils will not have the same access to practical materials, as they would at school. Similarly, in art the children will use a restricted range of media.

PE activities are provided for the usual weekly hours of provision. However, tasks are set with safety as a prime consideration. The home environment and any restrictions that may be in place about location for exercising outdoors.

You can find a link to our school's curriculum here:

<http://normanby.ironstoneacademy.org.uk/>

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. This can be increased through educational programmes, online practise of x tables and spellings, family activities and exercise.

Foundation Stage Pupils	Around 2 hours; including completion of independent work
Key Stage 1 Pupils	For Y1, between 2-3 hrs a day. For Y2, 3hrs of activities. For both year groups this includes the completion of independent work
Key Stage 2 Pupils	4 hrs across KS2; including the completion of independent work
Support Base Pupils	Not applicable at Normanby

Accessing remote education

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

Microsoft TEAMS

At Normanby, we use Microsoft TEAMS. We have chosen this application because it best meets the needs of our school and in conjunction with our network provider. Full guidance and joining instructions for Microsoft Teams - <https://bit.ly/30MNI9X> . In addition to this is our school guidance sent directly to parents.

The application TEAMS has a number of functions to it.

As a school, we have chosen to disable the following functions for children including:

- screen share,
- creating calendar events,
- initiating calls and
- entering calls without admittance from a member of staff.

This is to contribute to the safeguarding of both children and teachers and to limit or prevent information, images and inappropriate content being used or shared through the application on these functions.

It is our expectation that as users of the application both children and staff should report any additional problems directly to the Headteacher or a Designated Safeguarding Lead around the functionality of this application.

Seesaw

Normanby Primary staff will use Seesaw as a secure online learning journal where children can create and upload their work to document their learning. Children will add work like photos, videos, worksheets, drawings and voice recordings to their Seesaw journal. This will enable pupils to benefit from a wider learning resource and support parents with their child's learning. The school will ensure their duty of care and obligations in relation to child protection and statutory guidance continue as they would do if the lesson was taking place within the school setting.

Seesaw is an American company and the majority of data is stored on servers in the USA. Amazon Web Servers actually host their data – they have very rigorous systems in place to protect data. Most especially they adhere to the principles of the Privacy Shield Framework (a US / EU agreement that protects EU data stored outside the USA).

It is a requirement of Seesaw's terms and conditions that we gain parental permission to use their platform. Seesaw has a thoroughly robust privacy policy (<https://app.seesaw.me/about/privacy>) and has committed never to share your child's personal information or journal content.

Live Streaming

Live Streaming will always be carried out within the year group Team and any other access will not be authorised.

Filtering and Monitoring

As part of our ongoing commitment to the safeguarding of both of our children and staff, the use of the application will be heavily monitored by our ICT lead/departments to ensure that any inappropriate use or problems are reported and rectified as soon as possible.

Parents/Carers are asked to ensure that they report any identified issues immediately.

Equipment; we make the following expectation of parents:

The functionality of the application Teams will be disabled or enabled by the school/controller/administrator at the source irrespective of using the school's equipment or your own laptop/computer. Whether you are using your own equipment or the school's equipment we will still seek your agreement to follow and adhere to our school's 'acceptable use' Policy which highlights clear expectations of the use of equipment.

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, and consider this at each stage of the planning process.

We take the following approaches to support those pupils to access remote education:

- Parents and carers are asked to inform school of their needs, by responding to a survey provided by link and by paper copy termly.
- Key Stage 2 pupils are already part of a '1:1 scheme' in school and are able to loan their device for home during periods of self-isolation or lockdown closures. For families that choose not to be part of the scheme, alternative devices are made freely available.
- Devices and or internet connection SIM cards have been allocated to vulnerable pupils; identification of pupils comes via staff monitoring or self-identification by families.

- Other pupils have been identified by contacting families and providing loan devices where need is identified by parents and carers and/or levels of engagement.
- A register of pupils requesting devices is kept in school. Devices are loaned with loan agreements from the school office.
- All printed materials can be accessed from school on parental request. These materials are available to be collected by appointment from the school office.

Covid safe collection (be it of paper copies or devices) is always facilitated with care and discretion.

If Pupils cannot submit work online they can, by arrangement submit work at school with the school office and teachers will endeavor to respond.

Children who are not engaged with remote learning are called (using the contact numbers families have shared with us) and then contacted by letter if no response, to offer further support should it be required.

If parents or carers need more information they can contact the school office (office@normanby.org.uk), Mrs. Pentney or Ms. Lawrence.

How will my child be taught remotely?

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

At Normanby Primary School we have decided to use a blended approach to delivery: we judge that maintaining relationships between staff and pupils is essential. Therefore, at the centre of our provision are two 'Teams' video calls a day; these allow pupils and staff to share their learning. Staff can demonstrate activities and model how they should be completed. Opportunities are taken to celebrate success and engagement, and to ensure parity between children working in, and out, of school.

Activities on Seesaw are scheduled throughout the day and remain on all day, so that pupils can then access flexibly. We recognise that parents will have different levels of access to stable internet connections, and therefore do not rely on streaming live content. Recorded teaching episodes, from our staff or other sources, such as Oak Academy are integrated alongside presentations and 'worksheets'.

Reading books are provided, alongside digital reading resources.

The school already uses 'Times Tables Rockstars' and 'Spelling Shed' in KS1 and KS2 and this continues during periods of remote learning. This is effective because the staff and pupils are familiar with the methodology and content.

Consideration is made to different year group needs, for example in Foundation Stage.

Sunflower Nursery (2YO) do not participate in Teams calls, however staff make telephone calls to families and daily activities are assigned through Seesaw. In FS1, phonics, maths and topic work are taught through four live lessons each week in smaller group and follow up activities are assigned to Seesaw. In FS2 team calls are carried out each morning and afternoon in a similar format to KS1/KS2, however they are held in 3 small groups.

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 share a timetable for remote learning at the start of any period of closure. We have sought to avoid clashes between year groups, but when these do occur, we provide reassurance to parents and pupils, and stagger timings so it does not happen twice in one day.

We expect families to engage as much as practicable with this timetable, but we recognise that 100% compliance may not be realistic.

Some activities may require parental support. When this is the case, we will try to model the activity clearly.

To assist families in supporting their child's learning, each year group has a year group email address that parents and carers may use to contact teaching staff with queries or to request help. They also have access to the Seesaw Family App which, when activated, enables them to view their child's journal containing the work they have completed and activities to which they have responded. Staff and parents and carers are also able to communicate through sending announcements and messages through the Seesaw Family app.

To communicate directly with parents/carers year groups send important messages and celebrate successes through MarvellousMe. MarvellousMe, an app which once signed in, directly involves parents in their children's learning. Staff have the ability to send news to individuals, groups, cohorts or our whole school. Whole School badges such as 'Our Reach for the Stars' accolade are awarded as well as individual badges for home learning contributions. Parents/carers send 'Hi5s', thanking teachers and recognising their child's success.

Staff monitor daily engagement with remote teaching, a weekly summary is shared with the Senior Leadership Team.

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

Engagement is monitored each day by Year groups and discussed with SLT weekly. A register of this engagement is kept and an alert system is triggered where levels of engagement are assessed as being a concern.

From these discussions, children are identified for contact, using their contact number provided to school. Where there is a failure to respond to these calls, or if additional needs or further concerns are identified, parents and carers are contacted by letter.

Visits to pupil's homes may be arranged, subject to Government restrictions and Risk Assessment.

Pupils who have not engaged with remote learning, may also be invited into school subject to Government restrictions and Risk Assessment.

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:

Class feedback given in afternoon Teams calls to the class

- Individual feedback given through Seesaw or by email to individual children. This may be a comment on effort shown and any points for further improvement.
- Marvellous Me, an additional line of communication direct to parents/carers, is used to celebrate achievements and award badges and awards for home learning engagements.
- Calls to parents/carers by phone to discuss any questions or concerns happen as a matter of course.

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:

- Some children are prioritised for support in school and where this can happen, children can be given a limited offer of provision that can take place more effectively in school.
- When children with SEND needs are working at home, teaching staff will identify differentiated activities that may be physical resources provided to support learning.
- An additional call home is made by staff in each year group on a daily basis to some pupils, to address identified needs. These calls can include contact with children with additional needs.

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 is provided but this does differ from the approach used for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Generally remote teaching through Teams will not be facilitated. Increased use of Seesaw will be made, so staff can share work easily with the children at home. Targeted use of phone calls may be used to support engagement and provide feedback. Staff will also respond to work submitted via Seesaw, but we would expect parents to recognise the constraints that exist on the timeliness of the response.

If children are unwell, sensitivity will be evident in how we maintain contact with them.

For children who are ill for other reasons some remote education is provided, but this does differ from the approach used for when whole groups isolate. This could include the loan of IT devices and the provision of activities through Seesaw. We will seek to reconcile the needs of individual pupils with staff capacity to deliver and respond to, work.