



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 procedure.

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?

Access to our chosen online learning platform 'Purple Mash' and Times Table Rockstars will be immediately available.
Children will be sent home with their reading books and homework spelling books.

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. Mosley Academy recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education.

Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

However, we have needed to make some adaptations in some subjects. For example, in art and design, resources that would have been used in school may not be accessible at home.

Teachers will review their long and short term planning to make reasonable adjustments in order for pupils to achieve their potential.

When teaching cohorts/bubbles of pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

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 and Key Stage 1 | 3 hours of learning a day |
| Key Stage 2 | 4 hours of learning a day |

Accessing remote education

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

We will be using Purple Mash, a safe and easy to use remote learning platform designed to enable children to continue their learning from home during an unexpected school closure.

Future lessons and activities can be accessed by pupils from timetables with embedded links, sent by the class email addresses, all of which are uploaded by the class teacher.

As parents and guardians, you will be able to monitor your child's work and receive any messages from their class teachers via the email.

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:

- Any issues with remote learning resources must be reported as soon as possible to the relevant member of staff. Please contact the school office:
office@mos.jtmat.co.uk
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
- Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.
- For pupils who cannot access digital devices at home, the school will, where possible, provide technology support through our MAT. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources and sign an acceptable use agreement.
- Teaching staff will monitor the academic progress of pupils without online access through submission of work packs to school. Feedback can be provided and submitted with the subsequent work pack.

How will my child be taught remotely?

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

- Live teaching on 'Zoom' or 'TEAMS' and teachers will offer at least one 'live' lesson per day for the duration of a bubble/cohort closure
- At least two members of staff (e.g. teacher and TA) will be present in the session. This is to ensure appropriate safeguarding procedures are adhered to
- For safeguarding purposes, the 'waiting room' will be used so that teachers can choose who enters the meeting. So that the 'waiting room' can be used effectively, parents / children must name themselves on entry with THE CHILD'S first name only (for GDPR). Please be aware that there is a risk of letting someone in to a meeting already populated with children. If you haven't put the child's first name only, we will be unable to let children in to the meeting
- We expect children to adhere to the behaviour expectations that we have at school whilst working online.
- Group sessions will last for no longer than 40 minutes but may be shorter dependent on the age of the children. The rough structure of a session will be for the teachers to welcome the children, share their screen if necessary to teach from the slides constructed, take any questions and then set them off on the activity posted on to Purple Mash or on the link embedded in the class timetables sent via email.
- Children should be muted whilst teaching is being undertaken but can use the 'hands up' icon to indicate if they would like to answer a question.
- The meeting link must not be shared with anyone else beyond the class.
- Links will be provided by class teachers on class emails to recorded lessons
- Additional activities will be available through our school website which children can complete independently or with support from an adult at home.
- There is a variety of ways in which pupils can complete the work;
 - a) Print the worksheets provided, complete by hand, take a photo and upload photo as evidence.
 - b) Download the PDF's onto a phone/tablet and then use the 'scribe' tool to draw straight onto the pdf - screenshot and upload as evidence.
 - c) Read the questions online, write answers onto paper they have at home, take a photo and upload.
 - d) Input answers straight onto Purple Mash
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) for those pupils who do not have access to a printer.

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?

- The school will log participation and pupil engagement with remote education, as well as motivation levels and progress. This will be logged on a weekly basis.

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

- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via Purple Mash and/or email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

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:

- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the SENDCO and headteacher as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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:

- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.
- Differentiated activities will be provided through Purple Mash and timetables with embedded resource links in.
- With the support of the SENDCO, teaching assistants will support pupils with SEND by providing additional one-to-one or small group 'live' teaching sessions.

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?

Individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. Due to the challenges of teaching pupils both at home and in school, the main difference will be the absence of 'live' teaching whilst an individual is self-isolating at home.