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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 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?

Reception: An email with a brief description of 4 lessons for each day with links to videos, worksheets and other materials they will need and weekly tasks such as viewing a Powerpoint about different cultures.

Year 1: A daily communication sent via ParentConnect. Video introductions for work are added to each child's Tapestry Logbook. Regular catch up via Zoom in the afternoon so children can show their work, ask questions and speak to classmates.

Year 2: A daily email sent to children with links to maths, English, phonics, daily story read by the teacher and cross curricular work. A recorded video message explaining the day's work.

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?

Reception: We teach the same curriculum remotely as we do in school. The only change would be in the moment planning. E.g. Can I have some sequins for my gingerbread man?

Year 1 and Year 2: 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 English we have used Talk for Writing materials because they are easily completed at home and include cross curricula links.

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:

Primary school-aged pupils	4 activities that could take up to 3 hours. Work set covers four periods per day.
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Accessing remote education

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

Reception: Through emails, Parent App and Tapestry.

Year 1: Through Parent App, Video introductions for work are added to each child's Tapestry Logbook
Regular catch up via Zoom in the afternoon so children can show their work, ask questions and speak to classmates

Year 2: Through Parent App, Video explanations, website blog entries, Mathletics, Teach Your Monster to Read, Oak Primary Academy links.

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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:

We have a variety of approaches to learning in our remote education offer- not all is online.

School has contacted parents regarding their access to computing equipment at home.

We have provided laptops for every child who needs one to access online learning at home- some from our own resources, some using a grant from East Northamptonshire council and others which have been donated by local businesses and residents.

We have bookmarked suitable learning websites on the laptops for ease of access.

We have sent out 'how to' instructions for parents to access Tapestry and remain in communication with them to support learning.

How will my child be taught remotely?

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

- Recorded teaching - Video/audio recordings made by teachers and Oak National Academy lessons
- Websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Printable files, such as words to rhymes or number cards and recipes.
- textbooks and reading books pupils have at home
- Workbooks and other printed resources produced by teachers sent home to improve access to learning.
- Sports coach physical activities, to enable daily exercise and Physical education.

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 expect parents to help their child engage fully in the online learning, letting them have a go at new challenges and supporting them where necessary. They will need to read with them every day and still record this in their books. Any work or pictures will be needed to be uploaded onto Tapestry.

Reception: Parents should support their children by having a balance of work, play and rest that is the most suitable for their child. For example some children may interact better with the online work first, others may need to have some physical exercise to enable them to concentrate. All lessons should be completely daily. This will enable time each day to have rest and play times for everyone.

Year 1: Parents will also be encouraged to support their child during zoom meetings and to add pictures of work to personal Tapestry Learning journal. Teachers will speak to parents in Zoom meeting to offer support and encouragement

Year 2: Daily email sent to parents. Parents have access to Tapestry to upload work and the teacher has also given their school email address to them so that they can contact the teacher with questions and provide examples of work.

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

Contact with parent by phone where possible (or email/Parentapp if not) at least once a week.

Discuss with parent why engagement isn't happening to see how we can further support them.

Regular Zoom meetings will pinpoint those having difficulties so we can offer support. Children will be encouraged to show their work in Zoom meetings. Teachers will speak to parents in Zoom meetings and by telephone to offer support and encouragement. They will be asked to add pictures of work to their personal Tapestry Learning journal.

Parents can contact the teacher via email, Tapestry or through the ParentApp.

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:

Work that is uploaded onto Tapestry will be commented on and assessed where appropriate.

A general feedback before each next weekly work is provided.

Children will show their work in Zoom meetings and feedback given, including peer feedback.

Teachers can access data from Mathletics and do a weekly top ten to motivate children to participate. Teachers can also allocate specific work and reallocate work if children don't understand it.

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:

Communication and continued support via email or telephone conversations via class teacher, parent support liaison and head-teacher.

Differentiated work sent out for maths and a variety of options given for completing other work. For example, children could write a story or the parent could video them telling the story.

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?

It will not differ. They should be able to access the resources.

They will still be sent online learning but with the majority of pupils in school, they would not have this exact learning. For example the Maths Oak Academy lessons would not be used in school as the teacher would be physically taking the lessons.