Introduction

This policy is in line with the following guidance

- Ofsted DFE Guidance What's working well in remote learning Published 11 January 2021

- Education Endowment Foundation Best Evidence on supporting students to learn remotely Published 20 April 2020

- DFE Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021

MRA's 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

At Mossbourne Riverside Academy (hereafter MRA); we aim for high quality teaching and learning. As an Academy we are committed to ensuring our children continue to learn at Mossbourne Riverside. Whilst learning is important, the communities' well-being is at the forefront. We understand that there may be times of illness, caring for the vulnerable and caring for other children within the home and this must be the priority for the community. However, we will endeavour to support our learners at this time and continue to learn and grow.

Pupils learn maths, literacy and reading in the mornings, with the foundation curriculum taught in the afternoons. All lessons will follow our curriculum. Maths will continue to follow the 'Maths Mastery' approach. Early years and KS1 will continue to receive phonics lessons and KS2 will follow the Literacy and Language scheme outline on the school's website. Spanish lessons will be taught to all KS2 classes in accordance to government requirements. Humanities and science will be taught through the MRA foundation curriculum, allowing pupils to explore a wide range of topics.

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 of remote learning will take the form of an introductory google meet at 09:00. This is used to orientate the pupils to the remote learning platform (google classroom), introducing and talking through the timetable that they will be following and to introduce their learning journals which are their

digital workbooks for the duration of the closure. Staff will also use this time to help with any technical support that families may require in order to ensure a smooth transition into remote learning the following day.

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, phonics teaching has been adapted and groupings have been condensed.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The remote education provided is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided is, as a minimum:

Key Stage 1: 3 hours a day on average across the cohort, with less for pupils in EYFS

Key Stage 2: 4 hours a day

Reception and year 1 pupils have a flexible approach for completing work set. This is because younger pupils require more adult input and adopting this approach takes the pressure off parents allowing them to support their children when possible. Year 2 and KS2 pupils are expected to attend 4.5 hours a day of live teaching with an expectation that children complete book tasks that would approximately take them 1 hour to do.

Accessing remote education

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

Online learning will be accessed through google classroom. Work and correspondence will be done through the virtual classroom. Pupils receive live lessons in line with the remote learning timetable on google meets which are linked into the virtual classroom. Parent correspondence will continue through ParentPAM and the enquiries helpdesk of the Academy.

If my child does not have digital or online access at home, how will MRA 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:

- The Academy carries our regular audits via PAMparent to better inform us on who requires IT at home

- Families who are identified requiring IT and/or internet access will be able to sign for and collect laptops and connectivity dongals at the Academy's office

- Printed materials will be available for each year group and families who require this will be contacted to collect the materials at the Academy office

- how pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

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

- Live audio lessons streamed through Google Meets

- recorded teaching (e.g. Video/audio recordings made by our teachers as well as online resources such as Oak National Academy lessons)

- 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

- long-term project work and/or internet research activities

- Feedback provided to support learning

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?

All pupils are expected to be present in all live lessons. Registers are taken to measure engagement which is reported to senior leadership of the Federation. Parents are expected to make sure that pupils are punctual and sat and dressed appropriately for learning. All parents should monitor that pupils are respecting the Academy's rules and expectations for online behaviours.

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

Regular audits are deployed to check on pupil logins on the remote learning platform. Registers are taken for each remote lesson and calls are made home to support pupils who have not been able to attend online learning. These calls will ascertain what the barriers are and how the Academy and parents can work together to overcome these. All remote learning journeys are checked and feedback if provided for the work. Levels of engagement throughout the lesson are monitored by staff and calls and or letters sent to parents if there are any concerns.

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 pupils. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feedback on pupil work is as follows:

- Pupils are questioned during live lessons and are able to respond in the chat, the class steam and verbally when prompted

- All lessons have two members of staff present to better support teaching and learning enabling better feedback to pupil responses

- Pupils receive written feedback in their learning journals. This takes the form of moving on questions, corrective work or celebratory comments.

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. Some pupils may be encouraged to attend on site provision where applicable and available. We acknowledge the difficulties remote learning may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Remote lessons are differentiated to meet different abilities

- The Academy can provide intervention rooms on the virtual platform (Google Classroom), where specialist interventions take place. Supportive resources are created to assist with these sessions which are collected by parent/carers from the Academy before learning commences

- Provision for our younger pupils in reception and year 1 takes the form of digital resources posted on the stream aided by instructional pre-recorded videos made by staff for parents and carers to follow

- External support from Speech and Language Therapists, A Space Therapists and Educational Psychologists will still be provided either via remote sessions directly with pupils or via child centred reviews to discuss individual remote learning programmes.

- Access to different curriculums can be provided for pupils to meet their learning levels

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in the Academy, 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?

- Lessons for the day will be posted each morning on google classroom, these are in a pdf format and are extracted from the teachers lesson presentations

- Supportive resources are posted for self-isolating pupils

- Pupils are provided with a learning journal and are expected to compete tasks in the learning journal so that their class teacher can provide feedback at the end of each day

- Supportive videos are available on the Academy website to help pupils self-isolating with phonics and maths