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

- Learning tasks will be available via the Seesaw platform.

- Class registration TEAMS session to set up learning for the day.

- Guided small group sessions – maths/literacy

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?

- Yes -the same curriculum is taught remotely as in school.

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:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Through seesaw https://web.seesaw.me/, each child has their own login. Links to TEAMS sessions will be shared through seesaw.

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:

Please contact the school office: admin@newportprimary.devon.sch.uk or 01271 376252

School is able to:

- lend laptops or tablets to pupils

- apply for routers or broadband data

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) guided groups (once a week for each child) and daily whole class registration lessons

- Learning sessions designed by the teacher presented through recordings, audio, visuals and written presentation of the learning and following a planned sequence of learning (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- reading books pupils have at home, reading e-books from the e library school subscribe to-Myon

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (Oxford Owl, Libby app, phonics play, times table rockstars etc.)

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?

In this section, please set out briefly:

- Children to attend the live registration whole class TEAMS in the morning
- Children to work on their 4 seesaw activities-2 in the morning, 2 in the afternoon
- Children to attend one live guided group per week

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

- Daily register check, instant seesaw daily feedback to learning activities
- Messages via seesaw to encourage children where needed, followed up by a phone call from class teacher to parent if engagement doesn't increase, offering technical support and device to be loaned
- Weekly SLT review of child engagement, any concerns not improved from teacher call SLT will then call parent

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:

- daily feedback on learning activities-using both written and recorded seesaw responses
- all work is approved by class teacher and is looked at
- 'likes' on activity responses from class teacher and teaching assistants
- Microsoft forms used for quizzes
- Seesaw evidence bank collated for each child as a learning journal
- questioning in live Microsoft TEAMS sessions

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:

- Identify children with SEND on and off site to trigger direction of work with key staff- for example, focused intervention for literacy, maths, speech and language, social, emotional mental health, pastoral, etc
- Prior to partial school closure, resource packs for children with SEND, including resources, models and images to support learning- eg number line, diennes
- SENDCos, class teachers, telephone calls to families if SEND needs include complex healthneeds, learning difficulties or at parent request for further support

- SENDCos ensure Early Help and Education Health and Care Plan review meetings continue to be held within normal time frames and agencies attend where appropriate

- CAIRB Seesaw platform to be offered to pupils with more complex SEND to ensure highly differentiated provision for off site learning; differentiated learning offered where required from class teachers

- Monitor quality of provision and learning outcomes for SEND pupils- senior leaders weekly review of provision and access by pupils with SEND

- Live TEAMS literacy, maths, speech and language guided sessions by class teachers/teaching assistants to meet needs of SEND personalised plans

- Audio feedback on Seesaw for response to learning and further support, images given to progress learning where required

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 provided with learning in line with the classroom and follow the same structure as above.