



The Ashlands & Misterton Federation

We are a Federation where everyone grows in mind, body and spirit, with the confidence to be aspirational, independent and creative learners who enjoy their work and achieve in all aspects of their life.



Love of learning, love of life, love of one another



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?

Pupils will have a remote learning exercise book which is kept at home. This front of this book outlines some immediate tasks and activities that your child should engage with while your child's teacher prepares their first couple of days remote learning. The first two days of immediate remote learning will be shared at some point during the first day at home. The remote learning will be emailed to the email address provided to the school.

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, some subjects have been adapted to utilise the resources you may have at home which vary from school equipment like Science or PE.

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:

- **Ash Class - Early Years children** - up to 3 hours a day learning broken into small manageable tasks. Often practical learning and play based.
- **Hazel Class - Key Stage One children** – up to 3 hours a day learning broken into small manageable tasks. Often practical learning and play based.
- **Holly Class - Key Stage One children** - – 3 hours a day core learning, plus practical learning activities.
- **Monkey Puzzle and Beech Class – Key Stage Two children** - at least 4 hours a day core learning, plus practical learning tasks.

All policies and procedures of The Ashlands and Misterton Federation take into account the Ethos, Vision and Safeguarding statements which can be found on the School websites.

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

Our remote learning will be sent to the email address you have shared with the school. We are currently exploring how we can enhance our provision using Microsoft Teams. This will enable us to deliver recorded and live sessions as well as enabling a forum where your child can communicate with the teacher and their peers using comment boxes. The log in details will be shared with you shortly.

The lessons outlined in the remote learning emails will cover a range of online, practical, recorded and worksheet based activities.

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 are able to lend laptops or tablets to pupils. Parents should contact the school office for more information.
- Where a parent has no internet connection it is possible for us to order a 4G router on behalf of a child or we can ask for a data increase on their mobile allowance. Parents should contact the school office for more information.
- Printed materials are available on request. These can be ordered and collected from the school site.

How will my child be taught remotely?

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

- ***The sharing of weekly overviews of lesson objectives with session guidance which focus on each core and foundation area to be covered each week.*** These sessions are progressive and build the children's knowledge and understanding in the same way they would learn in the classroom. These sessions may be practical, linked to an app or video link, or linked to a one drive folder. Document can be printed out but children should be able to copy from their screen into their books, or just record with answers in their work books where printers are not available.
- ***Recorded teaching*** (e.g. Oak National Academy lessons, White Rose Maths sessions, Video/audio recordings made by teachers).
- ***Live Online teaching*** / interaction with the teachers
- ***Reading books*** pupils have at home with supporting comprehensions where appropriate
- ***Commercially available websites*** supporting the teaching of specific subjects or areas, including video clips or sequences

Emphasis is on the core subjects. Children should engage with a reading, writing and maths activity on a daily basis.

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?

Parents should set routines to support their child's education. Parents should establish work periods and build in a good number of breaks, where possible this should be away from devices.

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EYFS – Most tasks and activities are practical in nature and are designed to have parental support. In some cases, children can be left to work independently. Where possible children should be given opportunities to show you what they can do on their own, this will build the perseverance needed as they progress to Year 1. Mistakes are welcomed and give you a chance to support and correct your child's misconceptions or errors. The teachers aim is that you encourage your child to 'have a go;' and not be worried about getting things wrong.

Vocabulary is vital across all aspects of the EYFS and any chance to talk about something should be met with both questions and thoughts. Remember children asking questions is very powerful and shows both understanding and interest. There may be tasks and activities which seem silly or which lack purpose but please do these as they may link to your child's physical development or personal growth.

Key Stage One – Most sessions have been planned with supported introductions followed by periods where your child works independently. It is vital to continue to develop their independence. Don't be worried by mistakes – these help your child to learn! Sharing work that needs a teacher response is what we are aiming for as this will encourage your child to have a go.

There will also be tasks set that require your child to discuss their understanding or thoughts with an adult or peer in the household.

Key Stage Two – Tasks and activities will be designed for the children to complete as independently as possible. Some support with the computer / tablet and understanding instructions may be necessary to support your child to get going.

There will also be tasks set that require your child to discuss their understanding or thoughts with an adult or peer in the household.

Occasionally there will be days where remote learning is just not possible for your family. At these times, provide an alternative focus based on your child's needs. Return to the remote learning when possible.

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

Work shared with the class teacher will be marked, celebrated and feedback given where appropriate in line with the objectives set.

If a child is not engaging with the remote learning, then the class teacher will phone and / or email the parent to discuss the concerns and offer support. Serious concerns will be referred to the headteacher.

A weekly questionnaire will be sent by the class teacher, this will assess engagement and allow feedback and queries from both parent and child.

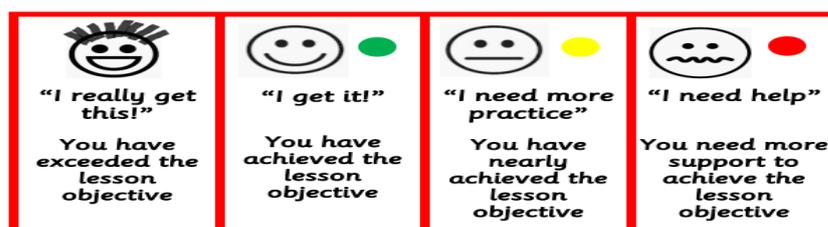
If you have more than one child at school, you will need to complete a questionnaire for each child. The teachers will be assessing each child's responses individually. The completing of this questionnaire is vital if we are to continue to support and develop each child's individual learning potential.

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How will you mark/feedback and 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:

- Teacher's will try to provide consistent feedback in line with normal school policies, but sometimes whole class feedback or digital platforms will be used. All children will receive individual feedback each week, provided work is submitted in a form that the teacher is able to read for marking.
- Most work is sent out with the answers to enable children to self-mark or parents to support their younger children with marking.
- Children should be encouraged to **self-assess** their learning as they do in school – your child will be used to doing this. All lessons will have a key focused objective, this is what the children are assessing themselves against. Please see the table below for the faces used in school. The children putting these on their work before sharing with the teacher will definitely help with ongoing assessment.
- Where the children have self-assessed with a wobbly face, this will let your child's teacher know that they need further help. Additional activities and support for this area would then be given.



For those parents who would like to continue to support their children with the marking symbols used in other areas. Please ask your class teacher for a copy of the school marking poster.

Each day the class teacher will be available to share your child's daily successes and will be keeping their own records on engagement and progression based on your feedback from home. Any emails will be responded to within 24 hours.

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 with special educational needs and disabilities (SEND), may not be able to access remote education without additional 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:

- We will adapt the resources and activities to reflect individual needs and provide the resources in different formats if this is more helpful.
- We will be in regular contact to ensure a bespoke learning approach is developed that matches the needs of your child.

Remote education for self-isolating pupils

All policies and procedures of The Ashlands and Misterton Federation take into account the Ethos, Vision and Safeguarding statements which can be found on the School websites.

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.

Each child will have an element of core learning, and where possible key learning of foundation subjects will be in line with our school provision. Your child may also be given an alternative research topic or focus activity to fulfil the needs of the curriculum.

Reading books will be available online and via the school.

Miss Nicola Ball is the Remote Learning Lead. Contact details nball@educ.somerset.gov.uk