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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?

Initially, your child will have immediate access to all our learning platforms, including Purple Mash/ Mini mash, TT Rock stars and My Maths. We will set tasks here until we have a more comprehensive programme in place.

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 a similar curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we will continue to use White Rose Maths throughout school however we may need to change some of our English content to make it more accessible for remote learning. Similar principles apply to most other curriculum areas. Any areas that are very difficult to teach remotely will be covered once children are back 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 4 hours per day, in line with government guidance for KS2 pupils. For KS1 pupils they will be provided with 3 hours per day, depending on their age. Early Years pupils will have 2 hours a day plus learning through play.

Accessing remote education

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

Full lesson content will be provided for each class via the school website. These will be updated each week or on some occasions the day before. Tasks will also be set on Purple Mash/ Mini mash, TT Rock stars and My Maths.



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 number of tablets/ laptops available to loan to any families who do not have a suitable device at home. If you would like to loan a device, please contact the school office for more details. You will be asked to sign a loan agreement and a record of the device number and state of repair will be taken.
- Please contact your child's class teacher directly through their email address or phone school, if you require any printed materials.
- Work completed on paper can be submitted to school in person however, we ask that you do this in consultation with your child's class teacher to avoid unnecessary travel and visits to the school.

How will my child be taught remotely?

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

- Recorded teaching, either White Rose Maths lessons, Oak National Academy lessons or video/audio recordings made by teachers and uploaded onto the School website.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) if required by pupils/parents due to issues with devices/internet connection.
- Reading books pupils have at home, alongside 'Oxford Owl'
- Access to Purple Mash and My Maths, where tasks can be set, completed and handed in for feedback. Access to TT Rock stars so children can continue to practise their times tables. Teacher will use a range of other resources in addition to those listed, depending on the needs of the children/curriculum.

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 would expect that children engage with remote education as much as is possible. We aim to ensure that lessons can be as flexible as possible as we understand that every one of our families will be experiencing different difficulties, such as sharing devices or spaces or parents also working from home. We would encourage parents to contact us as soon as possible if they are having any difficulties at all with any of the remote learning provision so that we can do our best to offer additional support.
- We ask for support from parents and carers to help children to set clear routines, ensure they have a quiet place to work and necessary support.

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

- Teachers will monitor engagement through recording work that has been completed and handed in or emailed to class teachers. Sessions completed on TT Rock stars, 2Do's completed and handed in on Purple Mash, tasks completed on My Maths.
- When we feel that engagement in remote learning is a concern, contact will be made by the class teacher initially, by telephone. In some cases, Mrs Maxwell, may call families to see if there are any problems we can help with.



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 weekly Zoom Meetings are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Children will receive feedback on work handed in via Class Dojo or Purple Mash, either in written or verbal form.
- In maths, we ask that children mark their own work at the end of each day and contact with the teacher should be made (by either the child or parent/carer) if there were any significant misconceptions – allowing the teacher to give more focussed and detailed feedback and support.
- Feedback will vary between acknowledgement of the work being completed to more detailed feedback with next steps, depending on the task set.

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:

- We would encourage parents with pupils with SEND to send their children into school whenever possible.
- Where this is not possible we will: be in regular contact with the parent/carers to offer support plus be in regular contact with the child, particularly with familiar faces such as class teacher and Teaching Assistants.
- Ensure that any work set via remote methods is appropriate to the ability of the child and is fully accessible, reviewed on an individual basis.

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?

Children who are self-isolating will broadly follow a similar curriculum to those in school whenever possible. They will follow the same maths lessons with work being sent through email from the class teacher or uploaded onto the website. In some cases, where this is not possible, alternative work will be set, using pre-recorded lessons and tasks and activities set on the various platforms we use in school. If necessary, printed materials can be sent out to the children for them to complete. This is only necessary if the child is well enough to work.



