

Remote Education provision: information for parents



Contents

- [Remote education provision: information for parents](#)
 - [The remote curriculum: what is taught to pupils at home](#)
- [Accessing remote education](#)
 - [How will my child access any online remote education you are providing?](#)
 - [If my child does not have digital or online access at home, how will you support them to access remote education?](#)
- [How will my child be taught remotely?](#)
- [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?](#)
 - [How will you check whether my child is engaging with their work and how will I be informed if there are concerns?](#)
 - [How will you assess my child's work and progress?](#)
- [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?](#)
- [Remote education for self-isolating pupils](#)
 - [If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?](#)
- [Concerns, questions, problems – who to contact](#)

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 document.

The remote curriculum: what is taught to pupils at home

At Mayfield School we will continue to offer a broad and balanced curriculum across all key stages whilst lessons and learning are taking place at home. 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. While this may not mean that they are always learning from their class teacher, or just in their class group, they will have access to all curriculum subjects and specialist teachers to deliver the learning. Your child can expect:

	Year Group	Number of hours		Curriculum content and details
		Face to face (Microsoft Teams)	Independent learning	
Infant	Year R	Up to 1 hour including check-in and story	3 x pre-recorded lessons approx. 3 hours	Taught in classes by the class teacher. Curriculum covered: phonics, maths (number) and topic.
	Year 1	Up to 3 hours of live lessons per day	Up to 2 hours of independent learning	Taught in classes by the class teacher. Curriculum covered: phonics/spelling, punctuation and grammar, maths, topic, PE, music and Spanish.
	Year 2			
Junior	Year 3	Up to 3 hours of live lessons per day	Up to 2 hours independent learning/ pre-recorded lessons	Taught in classes by the class teacher. Mornings cover core subjects (English and maths), afternoons the foundation subjects (topic, Spanish, music and PE).
	Year 4			
	Year 5			
	Year 6			
Senior	Year 7	25 hours per week of timetabled lessons – 5 hours per day	Up to one hour per subject per week – depending on the topic/skill being covered	Taught in two bands made up of 50% of the year group. All curriculum subjects offered weighted according to the normal timetable.
	Year 8			Taught in two bands made up of 50% of the year group for English, Science, humanities, language and PSE. Maths and Science taught in two groups (higher and foundation). Options subjects are taught discretely by the class teacher.
	Year 9			Taught in two bands made up of 50% of the year group for English, core PE and CPR. Maths and Science taught in two groups (higher and foundation). Options subjects are taught discretely by the class teacher.
	Year 10			
	Year 11			

In order to protect pupils, cameras and microphones will be disabled in Senior section online lessons. In the Primary section, pupils can have cameras and microphones on, to show work for feedback and engage with the teacher e.g. morning greeting and story in the afternoon.

Additionally, students in the Senior section will have a weekly meeting with their tutor in a small group of up to five pupils. In this meeting they will have access to their device's camera and microphone (if available) to talk to their tutor and peers about how they are coping.

Accessing Remote Education

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

All online lessons take place using Microsoft Teams. This is available within a web browser, or as a discrete application available on Android or iOS operating systems.

For pupils in the senior section, they will be added to the Team for their lesson by use of their school [email](#) address. They will then receive email invites to the Teams meetings for the online teaching session. These can be managed in their email calendar. Teams meetings can also be directly accessed through the Team itself. Unfortunately, the platform does not support the re-sending of invitations once the initial meeting has been set up.

For pupils in the primary section, the main parental email contact will be used for the creation of the Team and the invitation to timetabled sessions. Some pupils in Key Stage 2 may use their school [email](#) address to access the Team (in the case of parental request).

- More information about Microsoft Teams can be found [here](#).
- Teams on [Android](#).
- Teams on [iOS](#).

In addition, some subjects and lessons may ask pupils to utilise other platforms to facilitate their learning or feedback. These will be explained and specified by individual subject teachers, along with details about where (and how) to access them.

Some platforms that could be employed include:

- [DrFrost](#) (Senior Maths);
- [Nearpod](#) (Senior Science);
- [YouTube](#);
- [Oak National Academy](#);
- [BBC Bitesize](#);
- [Big Cat from Collins](#) (Primary reading);
- [Phonics Play](#) (Primary);
- [Tapestry](#) (Year R);
- [Seesaw](#) (Year 6 homework).

If your child has any questions about any additional platforms used for lesson delivery or feedback, they should ask a question in the Teams meeting or email their teacher.

Pupils in Key Worker Provision will access the same content and offer as pupils who are working from home.

If my child does not have digital or online access at home, how will you support them to access remote education?

If your child is unable to access remote education digitally, Mayfield School can help.

We have the ability to lend laptops and Chromebooks for those families without digital access. For more information, and to express interest, please contact [Mrs Anders](#). Once a lend has been confirmed, the laptop will be ready for collection from Main Reception.

If your child cannot access remote education due to internet access, we can support you. Please contact [Mrs Anders](#) who will be able to help.

In order to be sustainable, we are endeavouring to refrain from the mass printing of work packs and resources to be sent home. If your child requires printed materials, for example due to an educational need or disability, please contact their Head of School (Primary) or Head of House (Seniors).

- Head of Infants: [Mrs Buck](#)
- Head of Juniors: [Miss Lewis](#)
- Head of Endeavour (Blue): [Mr Campbell](#)
- Head of Intrepid (Green): [Miss Jones](#)
- Head of Discovery (Red): [Miss Webb](#)
- Head of Victory (Yellow): [Mr Denford](#)

We recognise that feedback is incredibly important. If you do not have access to our digital learning offer, we still offer feedback on completed work. This can be sent to the school via post to:

Mayfield School
Mayfield Road
North End
Portsmouth
PO2 0RH

Or delivered safely to Main Reception as part of daily exercise.

How will my child be taught remotely?

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

- Live online teaching sessions run through Microsoft Teams. This is the main approach employed in our Senior section and used in Primary. Some Teams meetings are recorded to allow pupils to view later. For safeguarding reasons, in the Senior sections microphones and cameras are disabled. The Primary section allow the use of cameras and microphones as sessions are run with parental support;
- Recorded teaching – used by the Primary section. Subjects delivered by pre-recorded lessons include: phonics, Spanish, topic and music;
- Some tasks and assignments will be completed online, for example using external platforms like DrFrost for Maths, or a bespoke Microsoft or Google form;
- Work packs are used sparingly – where it is needed by an individual subject, (for example a sources booklet in History) this will be posted home;
- Some subjects in the Senior section will ask pupils to use one of the designated learning hours to complete some independent research, complete a piece of work (for example an art piece) or to read information previously given out. This will then be followed up with a live teaching

session for feedback and staff will be available to answer questions through email or Teams during the allocated hour;

- In the Primary section, pupils have the opportunity to explore their topic in the afternoon using a selection of activities they can choose from. Teachers are available in the chat function of Teams for support and help should they require assistance. This is designed to help build their independence and allow them to explore their topic in their own way;
- For those pupils who are unable to access online learning, and unable to attend on-site provision, work packs and bespoke resources in line with the National Curriculum will be made available – the school will give feedback on completed work;
- Small group reading sessions will take place in the Primary section, this will be targeted and pupils will be invited into groups based on their reading level/targets;
- In the Seniors, 1-2-1 careers advice and interviews continue with our Careers Advisor.

Pupils in Key Worker Provision will access the same content and offer as pupils who are working from home. If you are unable to access the online teaching, for example due to issues with Microsoft Teams, work is available on our website [here](#).

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?

Mayfield School expects our pupils to engage with our online provision. This means attending all timetabled Microsoft Teams sessions (5 per day unless instructed otherwise by the member of staff running the session). These sessions will involve pupils having instruction in new content/skills, an opportunity to complete so work to develop their understanding and receive feedback.

Parents can support their child by giving them, where possible, a quiet place to work – for example a bedroom with a desk, reminding them to avoid distractions (for example watching the television whilst in a Teams session), checking that they have completed their work and asking questions about their day and what they have been learning. Mayfield also encourages pupils to keep reading for pleasure, so asking their children about what book they are currently reading and reminding them to build this into their day.

Parents should also encourage pupils to take a screen break during the timetabled break periods, to stay hydrated and eat food at lunchtime. Some sessions, such as Core PE, will encourage pupils to be active and complete their daily exercise. As this may not always be practical at the time, parents should encourage their children to take advantage of their hour of daily exercise outside – in their garden (if possible), or by going on a walk, bike ride, run etc. Finally, parents should remind pupils to keep up with their retrieval practice: phonics in the Infant section, spelling, punctuation, grammar, times tables and number facts (e.g. bonds) in the Junior section; this could also be revision for pupils in Key Stages 3 and 4, learning spellings or independently studying and reading around the subjects they are learning.

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

During Teams sessions, teachers will engage with pupils using the chat function in Microsoft Teams. They will also give feedback and set tasks to monitor learning. These could be assignments, or instant feedback from a Microsoft or Google form. Additionally, Senior pupils will have a weekly face to face

meeting in a small group with their tutor in a Teams meeting with cameras and microphones enabled. Issues with attendance and engagement will, in the first instance, be raised directly through these means with the pupil. If problems persist, your child could be invited to work inside the building at Key Worker School, or if there are concerns, the issue could be escalated to the local authority (Portsmouth City Council) as an early help referral.

Attendance to online learning sessions is monitored and tracked within school. Members of our Behaviour and Attendance Team, as well as pastoral staff from the House Team will make contact with pupils and parents if students are absent from some, or all, of their online sessions to check if there are any problems, or if we can support.

Vulnerable families and those who regularly receive support from the school will have been contacted directly and follow-up telephone calls will take place. Further information is available from [Mrs Anders](#).

Details of the house teams are available [here](#) and if you require technical support from the school, or require the lending of a laptop, information is [here](#).

For any other questions with online learning, please [email](#) the school.

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 will vary depending on Key Stage and subject, but overall is as follows:

- Instant feedback will be offered in online teaching sessions through the chat function in Microsoft Teams (Senior section), or additionally given verbally through Teams (Primary section). This allows for a dialogue between your child and staff and we encourage our pupils to share their ideas and contribute to sessions in this way to receive timely feedback;
- Instant feedback through online quizzes written by staff (e.g. Microsoft or Google forms), external platforms (such as DrFrost Maths and Phonics Play) give immediate recognition to your child and show where they have been successful and what they need to work on. Members of staff can then use this for formative planning, and the setting of further assessments. Online quizzes are used in many lessons as a way to allow pupils to retrieve their learning and give feedback on the lesson that has been completed;
- In Seniors, longer assignments, submitted electronically through Microsoft Teams, where feedback can be given online in the form of a mark scheme (rubric) as well as written comments with specific feedback. In Primary, your teacher may request an example of independent work in any subject area as an assignment. These assignments allow your child to develop their ideas in a more sustained way, as well as demonstrating skills and knowledge of topics covered. Feedback will be formative and all assignments will receive feedback. Assignments will be set by teachers when they feel children are ready, for example, at the end of a topic or unit of work;
- Emailed work and photographs of work sent to teachers will receive a response with feedback, where appropriate – this could link to the rubric of a mark scheme or be a formative comment;
- Where appropriate, for example in Infants, teachers may contact parents directly to discuss their child's learning and give feedback.

Across the school, we would love to see examples of your children's hard work to celebrate and share their resilience and independence at home. Please encourage your child to share their work with their class teacher.

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:

For pupils with an EHCP (Education Health and Care Plan):

- All pupils with an EHCP have been contacted by the school and have a weekly contact with a dedicated SEN teacher to check on their progress and any issues they might be having;
- If pupils with an EHCP are able to access the learning from home, either independently or with support from a parent/carer, they are welcome to do so – although some will have a blended approach with work both in, and out, of the school building and all vulnerable pupils are welcome to attend Key Worker provision;
- Any pupils in Key Worker School who have an EHCP have 1-2-1 support from a TA;
- Online intervention is running for pupils with EHCP 1-2-1 with a dedicated SEN teacher/ Teaching Assistant.

For all pupils with SEND:

- All SEND pupils have received home contact from our dedicated SEN teacher/their class teacher;
- Pupils with SEND are being invited to SEN School on site on an individual basis depending on their level of need, ability to cope with the online provision and in discussion with parents/carers;
- Teacher differentiation of tasks, resources and feedback continue in line with pupil needs – both for pupils who may struggle to access learning and for the more able;
- Pupils are encouraged to engage with staff to ensure that they understand the demands of the learning and task set and can receive feedback before, while completing and after;
- Additional bespoke materials have been sent to support home learning and reinforce what is happening in lessons, as well as tailored work to support literacy and numeracy for individual pupils (including speech and language therapy in Early Years);
- In Early Years, the use of decodable texts, small working groups and the Nuffield Early Language Intervention (NELI) allow for small group working with a dedicated teaching assistant;
- Across the primary section, smaller working groups have been created for lesson delivery and reading and home contact has been made to support pupils and give them time with teaching assistants;
- We will continue to share online resources and websites to help pupils and parents – for example, those with dyslexia how to change user settings for their screen etc;
- Educational Psychologist (EP) and Mental Health Support Team (MHST) assessments and support are continuing virtually;

- We know that lockdown is a difficult time for many pupils, therefore we are running online 1-2-1 ELSA work for individual pupils and pupils are receiving weekly contact.

For more information on our offer for pupils with SEND, please contact [Mrs Anders](#).

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?

If your child is self-isolating, and they feel well enough, then they can engage with the programme of online learning outlined above. If they feel unwell, please let us know and we will do what we can to support them, but their focus should be on getting better.

There is also work available online [here](#) for pupils should they want to complete it.

Concerns, questions, problems – who to contact

- Head of Infants: [Mrs Buck](#)
- Head of Juniors: [Miss Lewis](#)
- Head of Endeavour (Blue): [Mr Campbell](#)
- Head of Intrepid (Green): [Miss Jones](#)
- Head of Discovery (Red): [Miss Webb](#)
- Head of Victory (Yellow): [Mr Denford](#)
- Technical issues either [Mr Thomas](#) or [Mr Reily](#)
- Feedback on Teams or problems with Teams: [Mr Tite](#) (Senior) or [Mr Page](#) (Primary)
- [Key Worker School](#)
- [General enquiry](#)