# Market Field School and College 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 where national or 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.

Our offer is based upon research by the Education Endowment Fund (EEF) and Ofsted in relation to remote learning.

**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?

If your child is sent home from school, they will come home with worksheets and activities to get them through the first couple of days. However, where possible we will also endeavour to provide blended learning through the use of Zoom and class Dojo.

### 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, PE will be fitness and flexibility (for example, Joe Wicks or Cosmic Yoga) rather than the acquirement of skills.

## 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:

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| Key Stage 1 (Holly class) | Children will be learning through play, taking into account their developmental stage.  |
| Key Stage 2 | Activities will be set which should take between 2.5 and 3 hours to complete, this takes into account the developmental stage |
| Key Stage 3 and 4 | Activities will be set which should take between 3 and 4 hours to complete. This takes into account the developmental stage of our children. |
| Key Stage 5 (Market Field College) | Activities will be set which will take between 3 and 5 hours to complete, depending on which class they are in in our college and which pathway they are working on. |
| Autism classes (Acorn Seedling, Acorn Style, Oak Leaf, Oak Tree, B and S) | Class teachers will liaise separately with parents, giving you an idea of activities you could do. However, we recognise that for children in these classes, learning is not linear and does not fall in to a ‘neat’ package of time each day.  |

## Accessing remote education

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

Children in KS1-4 will access their remote learning offer through class Dojo and Zoom. Class teachers will set out clearly what is to be offered that day and what we expect of the children.

Students in KS5 will access their online learning offer through Google classrooms which will be supported through Google calendar to provide a clear visual timetable of their daily.

### 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:

* Class teachers and our Safeguarding team have identified the children who do not have digital or online access. These children have been lent a laptop for the remainder of the academic year.
* Where parents tell us they have no internet access, we will provide routers from the DfE or sim card data packs from Vodafone for mobile phones.
* We recognised very early that even if our child has digital access, they may not have a printer. All of our work will be sent home in work packs at the end of the previous week so that children have the work ready for the following week.
* Where children are unable to submit work electronically, we will arrange a doorstep collection of their work pack whilst dropping off the pack for the following week.

### How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

* live teaching on Zoom. We will do this for whole class and small group sessions (guided reading for example)
* recorded teaching, this will be a combination of lessons pre recorded by our teachers (for example, to explain a Maths concept) and on occasion, we may direct you to the National Oak Academy or White Rose Maths.
* printed work packs produced by teachers and learning support assistants. These will be sent home weekly.
* Reading books that children have at home which will be rotated frequently with their work packs.
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences for example Mathletics, White Rose Maths, BBC Bitesize

## 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 expect all of our children to engage with their online learning offer. We expect all of our children (where possible) to access their Zoom meeting each day
* Our rule for the children is “be the best you can be” and this applies to their work, we only ask that they do their best, tell us if they find it hard and engage with staff who may set up an additional session to support them 1:1 or in a small group.
* We ask parents to provide ‘hover’ support, allowing your child to be as independent as possible and only giving them the support that they need. This is scaffolded learning and mirrors the support that would be offered in school.
* We respectfully also ask parents who are engaging in our online lessons to remember that this is a lesson for their child. Please don’t give your child the answer straight away as that doesn’t help them to learn.

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

* Our teachers report back weekly to the safeguarding team on how your child has engaged in the week. We take into account their level of engagement in recorded sessions, the work we are receiving back (which we recognise will be a week in arrears if only paper work is being returned), conversations we have had with you as parents and conversations we have had with the child. It is an expectation that we have ‘eyes on’ the child at least once a week, even if they keep their camera off on Zoom for other sessions.
* Where we have a concern, we will liaise with parents and carers. However, because we have continual two way conversation, parents are usually already aware of our concerns. We will look at what we can do to get the child engaged, this may include a 1:1 doorstep visit from the class teacher, a phone call from a trusted LSA or, on occasion, we may ask that they return to school under our vulnerable criteria.

### 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:

* We are marking work as it is returned to us, both in paper and on e-portfolios. We are adhering to the school marking guidelines but are not making a judgement on levels of independence as we cannot prove work has been completed independently.
* We may use quizzes and tests to offer further assessment methods, we also collate scores from Mathletics.
* Feedback is provided on e-portfolio on Dojo for the majority of our learners. Where work is only completed on paper, we will offer feedback through telephone conversations.
* We will not be making any formal assessment decisions until the children have been back in school properly for a few weeks.

## 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, 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:

* All of our children and young people have additional needs. We have taken their needs into account when planning our online offer.
* We will work with our parents to find the best way of providing online learning, taking into account both the needs of the child and also the impact the home learning demands are having on the wider household.

## 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?

Where you phone us to tell us your child has to self isolate, we will direct you to Mathletics, National Oak Academy and BBC Bitesize for the first day whilst a work pack is sent out to you which will support the blended learning approach detailed above.

We will work with you to establish online learning which will allow them to access sessions with their peers in school or sessions with their teacher or class support staff team.

However, if a child is ill, our expectation is that they focus on getting better and resting. If they rest they will get better more quickly and will be able to return to school.