



Morecambe Road School

Remote education provision:
information for parents

This information is intended to provide clarity and transparency to children, parents or carers about what to expect from remote education where national or local restrictions require entire bubbles to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to children at home

A child'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 children being sent home?

If your child is sent home from school, or on the first day of isolation if they are not in school at that time, they will be provided with a pack of printed work with enough work for five days. Further contact will be made by school staff by day 2 of isolation, when further instructions for remote learning will be given.

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 realise that all of our children have different strengths and areas where they may need more help. Because of this, we will tailor remote learning to each child and family's situation. We know that what works for one family may not work for another.

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 children broadly the following number of hours each day:

Early Years & Key Stage 1	1 hour
Key Stage 2	2-3 hours
Key Stage 3 and 4	3-4 hours

Accessing remote education

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

The following online tools and digital platforms are used by Morecambe Road for either delivery or assessment:

- Purple Mash
- Microsoft Teams (live lessons)
- Zoom (live lessons/storytime)
- Times Tables Rock Stars
- See Saw
- Bespoke online activities (differentiated and individualised)

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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

At the beginning of national restrictions, an audit was carried out to see which families had access to ICT resources/facilities. Following this, a large number of laptops have been issued to those families who need them the most. Advice has been given to those families around the best ways to access the internet, and more general advice around internet usage.

Printed materials are available to any child. These can either be left in reception for collection or delivered to a child's home address. Safety procedures are in place for both of these options. Once the printed work is completed, the work can either be dropped back off at school reception, or collected by a member of staff from the home address.

We know that some of our children have significant sensory needs, and need to learn in a practical way. Teachers are able to provide ideas of practical learning activities which require very little or no reading or writing.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books children have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities.

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 have very high expectations for children's engagement at home, and we know how helpful and supportive our parents and carers are in helping the children to learn and achieve. However, we fully understand that these are very difficult times, and we encourage families to not put themselves under unnecessary pressure. We advise families to prioritise wellbeing and emotional health above anything else.

Teaching and support staff are always on hand to offer support and guidance for any work set/activity. Teachers provide families with a suggested timetable to structure the day.

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

Staff maintain very regular contact with parents and carers and enjoy seeing the children on screen and speaking to them on the phone. Check-ins with parents are available daily. On the occasion that it is difficult to establish contact with parents through phone or email, then a socially distanced home visit may be conducted.

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 staff may give verbal feedback either virtually or over the phone. Any printed work material will be marked and returned weekly.

Remote education for self-isolating children

Where individual children 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 children 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 an individual child is needing to isolate (either because they are symptomatic, have had a positive test result or been identified as a close contact), the curriculum provided to them at home will be matched as closely as possible to the curriculum taught in school. School staff currently have the presumption that at least one child from each bubble will require remote provision. Staff can provide high quality, differentiated work at very little notice.