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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 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.

We appreciate that this is a new way of learning and so have support available through the staff and also offer technical support through our IT technician, who can be contacted by families on [ict@ivybank.cheshire.sch.uk](mailto:ict@ivybank.cheshire.sch.uk)

### **The remote curriculum: what is taught to pupils at home**

A pupil's few days 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. Learning resources and tasks will be accessed directly from the class pages on our school website, similar to the first lockdown.

Teachers and teaching assistants will make their best endeavours to contact families within the first few days of any restrictions or where pupils are self-isolating, to discuss home learning and check in on wellbeing to offer support.

All children have been issued a 'workbook' to record their home learning, depending on the task.

Following the first few days of remote education, children will be taught broadly the same curriculum as they would if they were in school. However, we have needed to make some adaptations in some subjects; for example, with the PE curriculum, where pupils will not have the same access to space or equipment as they would on the school site.

### **Remote teaching and study time each day**

**How long can I expect work set by the school to take my child each day?**

EYFS (Reception)	Around 3 hours
Key stage 1	Around 3 hours
Key stage 2	Around 4 hours

### **Accessing remote education**

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

Pupils will access remote education via Google classroom, where they have their own log in through Wonde, which logs them into this platform and others that we use including: Bug Club, Purple Mash and TT Rockstars (for Year 2 and above). Pupils will also access remote learning through the Oak National Academy.



## **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. Also, it is difficult due to other personal circumstances, where parents are working from home and multiple siblings are streaming at the same time or only have access to a shared device. We take the following approaches to support those pupils to access remote education:

- Families may request that pupils will have printed materials in packs focusing on the same curriculum objectives as the online learners. These packs will be produced in two-weekly cycles, following our whole school two-week timetable. We noted in the first lockdown that our paper packs are very popular, giving families flexibility whilst meeting the needs of learners, where many have bespoke learning supporting their SEND needs. Per the Pupil Remote Learning Policy, it is agreed that families must submit their work as completed packs of work so that staff can mark and give feedback; this will be through the children receiving their marked work back (physically or by email) and having verbal feedback from their teacher or teaching assistant in a phone or video call.
- Pupils in The Owlery (Resource Provision) will continue to engage in submitting learning through *Tapestry*, similar to the first lockdown through parents' mobile phones and other devices. Staff will mark and give feedback linking the evidence to the bespoke curriculum followed.
- We have requested that families struggling with their digital devices email our technical support [ict@ivybank.cheshire.sch.uk](mailto:ict@ivybank.cheshire.sch.uk) so we can support their needs
- Using the national allocation of laptops to schools during the lockdown, we have a criteria for prioritising the allocation: vulnerable children, EHCP children, pupils in receipt of pupil premium.
- If you do not meet the above criteria and are struggling with device access, please get in touch.

## **How will my child be taught remotely?**

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

- Google Classroom is the main platform via which learning is introduced, taught, shared and responded to.
- Live lessons – there will be at least two staff members present for live online lessons to allow effective delivery by the teacher, the monitoring of chat and to safeguard pupils and staff. There may be some live lessons which are not delivered by a pupil's usual teacher as we are working in year group bubbles.
- Recorded teaching – platforms such as the Oak Academy and White Rose Maths (age depending) may run as an introduction to learning, where pupils can pause the learning, complete an activity and then return to the lesson.
- A two-weekly timetable will be shared with pupils and their families
- Online remote learners have a unique log on via Wonde, so they can be responded to as an individual, group, class, phase or school.
- Teachers and teaching assistants will make use of other high-quality content that meets the curriculum objectives for a unit of work; for example, BBC Bitesize, Oak Academy, Nessy, IDL etc.
- Pupils have home learning paper books to record their learning, whether they are an online learner or using paper packs
- For paper remote learners, workbooks and reading books are sent home with guidance around quarantining the books.

## **Why are school not offering live lessons through the whole day?**

There are a number of problems with live streaming lessons. These include: the availability of appropriate technology access at a certain time, on certain days, or households sharing devices and parents needing bandwidth to complete their own working from home roles. Technology and connectivity can be a problem for some staff, which is why many are choosing to work on site. From a staff perspective, some of them, like you, will be juggling their own families

whilst delivering learning to Ivy Bank children. Most importantly, feedback shares that live lessons do not offer primary parents the flexibility they need to support their child. Ofsted have said live lessons are not the 'gold standard'.

Our experience during the Covid pandemic and lockdown has shown that children do benefit from hearing their teacher and teaching assistants, and each other, where we can introduce new learning and keep in touch with each other. We are working hard and will continue to look at other ways we can make online learning increasingly accessible to all.

**Below is a guide to a typical day in EYFS Reception and Years 1-6:**

9am	The school day starts where children can access their learning for the day through Google Classroom or by starting their paper pack learning using the timetable given.
Live lesson	Per the year group timetable (either morning or afternoon) shared with pupils and families, where we have made best endeavours that siblings do not clash with each other.
Live meet up	Per the year group time-table; these will work in the opposite part of the day (morning or afternoon) to the live lessons, so that pupils have the opportunity to see their teacher and ask questions about their learning to clarify any misunderstandings.
Tasks	Per the year group timetable, these will focus on the core curriculum in English and Maths, whilst also covering the breadth and depth in a broad curriculum.

The above aims to be 3 hours for EYFS & KS1 and 4 hours for KS2. Please respect that your child may complete these in a longer or shorter time; we are planning for the average child in a class cohort that we know very well. If your child is spending considerably longer, please get in touch with the class teachers.

We rely on the partnership with our pupils and parents at home and understand that with parents working from home too, time will be more pressured. Whilst we continue the expectation that all children read a minimum of three times a week at home per our policy, we want reading to be for pleasure.

**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 are mindful of families balancing their own work with supporting their children. Analysing the responses from our previous home learning experience in the previous lockdown, parents and carers tell us that recorded lessons, on platforms such as Oak Academy, and content that can be accessed at a time of their choosing is helpful in balancing their own work with supporting their children.

Staff are mindful of the stresses families are working under and so are planning activities that our children should be able to get on with independently, just as we would expect appropriate independence in school. We acknowledge that this can be more difficult for the youngest children and with those who have additional educational needs. Some learning might need to be more open ended and playful; some might need more structure for the child to access it.

In the event that parents and carers become unwell themselves, we will be understanding and adjust expectation and support as well as we can.



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

Google classroom and online meets will mean that school staff have a good idea of how our online pupils are engaging with schoolwork. The engagement of those working with paper packs will be assessed via the work returned for marking.

In The Owlery (Resource Provision), parents and carers use Tapestry to upload achievements in learning.

Staff will contact you if they have any concerns over a child's engagement or access to learning. A member of the Senior Leadership Team may contact you if teachers are concerned about a child's academic, personal or social learning. We are here to support.

Staff will continue to receive questions from families through their email addresses and will aim to respond to these in a timely manner, but this may not be on the same day if the message is sent after 4pm.

## **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:

- Teachers and teaching assistants will assess pupils during live sessions similarly to how they would in class, using oral and chat responses.
- Teachers and teaching assistants see the work pupils have uploaded or returned to school. Our 'Teaching and Learning Policy' and 'Marking Policy' will continue to operate, where work will be responded to and, as professionals, staff will note misconceptions that need to be addressed in the following lessons (this may be verbal and not in the work tasks).
- It is not expected that all work will be uploaded every day because teachers may ask for the pupils' best work, where improvements have been guided through tasks set; for example, in a piece of longer writing with our older children.
- Staff may not be able to respond to every single individual comment. Teaching remotely, just like learning remotely, has real challenges and responding to what could be hundreds of individual messages will reduce capacity for planning learning and preparing lessons.
- At the end of Autumn term, teachers carried out formal and informal assessments in English and Maths. These are being used to inform next steps in learning when planning. Teachers will seek first to consolidate mastery of the Autumn term curriculum, mindful that this in itself had a high demand, given the time out of school in the first lockdown.

## **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:

- Staff are mindful of the different stages of different pupils and are in regular communication with these families.
- Some work, like in maths, involves the tasks building from a lower to high level, which supports accessibility to all learners.

- We are providing some bespoke paper-based packs of learning that are more suitable
- Nessy and IDL continue to be available, where children have their own unique log-ons so learning builds on prior attainment.
- Some pupils are accessing SALT work with staff, where capacity allows.

## **Remote education for self-isolating pupils**

**If my child is not in school (vulnerable and key worker only) because they are self-isolating, how will their remote education differ from the approaches described above?**

Whilst the country is in lockdown, learning at home mirrors learning in school. Where individual pupils need to self-isolate, providing they are well, they will follow the remote learning set out in this document.

## ***Learning at home and in school***

### ***– Ivy Bank is one school, together, if apart***

#### **Key principles**

- There will be a strong focus on the core curriculum in English and Maths; however, a full wider curriculum will be offered over a two-week timetable. This might include indoor and outdoor learning opportunities for the children to enjoy and remain engaged with learning. Content may be adapted for our home learners.
- Vulnerable children (children with a named social worker or an Education Health and Care Plan) are expected to attend school daily, five days a week (please note an EHCP is different to a health only care plan).
- Children of critical workers unable to work from home or without child-care may attend school and we note the necessary communication on Tuesday 5<sup>th</sup> January, where a priority criteria needed to be implemented.
- Year group classes in school mirror learning at home with the same objectives being taught whenever possible.
- Children in school must follow the uniform expectations, wearing PE uniform on designated days. Please ensure they have a vest / layer underneath; it is cold in school whilst we keep ventilation a priority on site. Pupils must continue to arrive and be collected at the staggered times to support adult social distancing. Families will not have contact with staff whilst we social distance, and so should continue to contact the class teacher by email if they have any queries.
- Attendance of all our pupils will be monitored, given our duty of care for all our children. We will support families with this.
- If staff become ill, other staff will cover the provision of home learning with resources being identified from our curriculum plans. If several teachers are ill, we will have to revise our plans and will inform you of what we can put in place as soon as possible.

#### **Families experiencing hardship**

We know that many more families and children are experiencing hardship due to Covid; we stand with you and will do all we can to support you.

We are providing free school meals (FSM) vouchers to eligible children entitled on the register with the local authority. If your circumstances change during lockdown, please contact Mrs Gill for a confidential chat about how we can support you.

#### **Further support**

Given what we have been through and are still going through, wellbeing has never been more important. We have a designated area on our school website that offers ideas, links to agencies and resources

Please get in touch with us – we are in this together.