

Fairfields Primary School and Nursery

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

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

During the first lockdown, pupils were given differentiated learning packs including worksheets, resources and paper prior to the school closure. These packs were sent to children who were not in school.

At the start of the 2021 lockdown, pupils were already familiar with Google Classroom, our remote learning platform, as the school has continued to use it after introducing it during the first lockdown.

In EYFS each virtual classroom includes daily Literacy, phonics, maths, and other lessons, plus links to PE activities and a daily story read by a member of staff.

In KS1 and KS2 each virtual classroom includes daily English, maths, phonics /spellings, other lessons, plus links to PE activities.

These daily lessons use a range of resources including use of Oak National Academy / White Rose / BBC Bitesize and videos of class teachers teaching lessons, reading stories, etc.

Classes also include a suggested timetable / routine for the day / week

Lessons include introductions from teachers explaining the content and expectations of the lesson and how to complete tasks. Alternative resources are provided as needed.

Reading – Children are expected to read for between 15-30 minutes each day dependent on their age. Links to a range of online e-books have been provided.

Individualised learning is provided where necessary, visible only to those concerned.

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 will teach the same curriculum remotely as we would be doing in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, Music and French, as the schemes of work may be supplemented with other resources, or PSHCE where subjects which would have involved a class discussion are presented for children to think about.

PE will be taught through links to online videos and lessons, or through suggested physical activities.

Some topics, for example, practical Science, may have to be moved or adapted to be delivered through remote learning.

The school provision for reading has had to be adapted in response to the COVID-19 restrictions and then further by lockdown. Children are unable to access the school reading-scheme. However, the school has provided links to online texts and ebooks. Whole class guided reading, which had replaced group sessions due to restrictions, has had to be replicated remotely using reading comprehension activities.

Phonics teaching continues to be differentiated but delivered using the DfE 'Letters and Sounds' lessons as well as other online resources and games.

In Early Years, parents are encouraged to include play and practical activities however adult and peer interactions (during Child Initiated Learning) cannot be planned for or delivered.

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:

Nursery and Reception: Up to 3hrs, including Literacy, Maths, at least one other area of learning, reading with an adult, phonics and some daily physical activity.

KS1: At least 3hrs, including English, Maths, at least one other subject, individual reading, spellings /phonics and some daily physical activity.

KS2: At least 4hrs, including English, Maths, at least one other subject, individual reading, spellings, times tables and some daily physical activity.

Accessing remote education

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

Fairfields will continue to use Google Classroom for its remote learning platform. All children have their own username and password and are assigned to the relevant Classroom (Year group).

In addition, in KS2, children have usernames and passwords for: SPaG.com, maths.co.uk, Times Table Rockstars and Language Angels.

In Early Years, in addition to Google Classroom, we will continue to use Tapestry for our online Learning Journals. Parents already have their own usernames and passwords.

Fairfields have a dedicated email address (homelearning@fairfields.herts.sch.uk) which parents can contact if they are having any difficulties with remote learning. This email is monitored throughout the school day, and periodically in the evenings and at weekends.

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:

Fairfields has been provided with a limited number of Chromebooks, which are being used to support some of our vulnerable families. In the previous lockdown, school iPads were lent to families to enable access to online learning.

Parents can contact homelearning@fairfields.herts.sch.uk if they are having particular difficulties accessing Google Classroom.

Our SENCo is in regular contact with our vulnerable families and has provided some disadvantaged pupils with paper copies of work as needed.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Planned lessons and resources created by teachers, including explanations, PowerPoints, task sheets, etc.
- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy and DfE Letters and Sounds lessons,)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- some medium-term project work and/or internet research activities related to topic / foundation lessons.

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?

Children who are learning remotely are expected to work through all their class lessons daily and submit their completed work from English and Maths as a minimum. Most classes expect work to be submitted for Foundation /Topic work as well.

Fairfields's expectations for remote learning are outlined in the letter sent to all parents giving details of how to log into Google Classroom.

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

Teachers keep a daily record of all work submitted for English, Maths and Foundation /Topic. Initially, we will contact families of children not submitting work at least weekly by email or text. As the lockdown progresses, and if numbers allow, class teachers will phone parents /carers.

If parents are having difficulties accessing Google Classroom we will telephone to talk them through the process. The 'homelearning' email will act as a helpdesk.

If engagement continues to be a concern we may contact the family. If there are difficulties accessing the remote learning platform a laptop or iPad may be loaned. If there are other difficulties for the child /family the school may consider them 'vulnerable' and make a place available in 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 is as follows:

Teachers will give individual feedback to children on a daily basis. This will be for English and Maths and may also include 'topic' work submitted. Feedback comments will include praise and encouragement as well as giving ways to improve work, eg. punctuation or spellings in English, showing workings or different strategies in Maths. Teachers will keep records of the work submitted and will monitor if there are common misconceptions, mistakes, etc. Further support will then be given to individuals or groups.

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:

Our SENCo will be in regular direct contact with all families of pupils on the SEN register as well as others, if the child is a cause for concern. This will be done by phone and email.

The SENCo will provide individualised learning for specific children as appropriate or will support class teachers to differentiate the class work to suit the needs of identified children. Where possible, this work will be posted on Google Classroom for just the identified pupil(s), or the SENCo may prepare paper copies, which could be posted to or collected by parents.

Parents of children in Reception will continue to use Tapestry to upload news and activities completed at home as part of their remote learning.

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?

Each class has a 10-day unit of work for English and Maths, plus other topic / foundation subject lessons posted on Google Classroom. In the event of a child self-isolating, they will be reminded to log into Google Classroom each day and work through the 10-day unit. Teachers will monitor the work submitted and give some feedback.