



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!



(Love your neighbour as yourself, Mark 12:30-31)

A Parent Guide to Remote Learning at Swallowtail

**Updated Jan 2020 to reflect changes in DFE requirements for time spent on remote learning. Email sent to parents.*

As you may or may not be aware from **22nd October 2020** it is a legal requirement that schools provide remote learning for pupils in the event of a Coronavirus lockdown or if they are isolating.

For those of you that have already had pupils in isolation, you will already be aware that we have systems in place. These are working but we believe they can be even better. The emphasis has also very much changed from when we were in lockdown in March to teaching new concepts and ensuring pupils continue to make good progress.

Prior to establishing these systems, we have been in touch with all families to confirm if you have access to a laptop and/or the wifi and ensured all pupils will be able to access their remote learning online. This will enable us to give greater consistency between home and school.

Below I have outlined a guide for you about how things will work in different scenarios. These guides have been personalised for each setting/class so what you receive will be specific to your child. We have tried to keep our notes concise so as to not to overload you but please feel free to contact us by phone/email if you have further questions.

There are 2 possible scenarios when your child will need to access remote learning:

Scenario 1 – Local Lockdown or whole bubble isolating - This scenario is likely to be the least frequent but will affect the most pupils at one time.

Scenario 2 – Individual pupils' self isolating. –This scenario will be more frequent but affect less pupils at one time.

In both scenarios, if your child is unwell (and this includes being symptomatic) they will not be set work.

Scenario 1 (Local Lockdown/Whole Bubble Isolating)

What platform would we use?

Tigers: Tapestry will be used to set work - a phonics video/activity, a maths video/activity, free-flow learning activities and a daily Google Meet reading/talk session for those that can join.

Lions: Tapestry will be used to set work. This will be in the form of videos and activities following the same timetable of subjects as in school. Google Meet will be used twice a day for shared reading and talking.

Cheetahs and Panthers: Google Classroom will be used to set work. The children will all have their own nsix email address to access this. Teachers will also use Google Meet once a day to talk to as many of their class who can access at that time as possible.

What work will be set? Pupils will be set work that follows what they would have been learning in class. As in this scenario the whole class would be accessing the remote learning together a clear timetable will be presented so children know what is expected of them each day. ***The programme of learning will be 2 hours for EYFS pupils, 3 hours for KS1 and 4 hours for KS2.** This will include teaching videos to support the children as well as times for children to complete independent work.

Will my child have contact with their teacher? It is a requirement that pupils and teachers must have daily contact. This will give the opportunity for pupils/parents to ask questions to support their learning and for teachers to provide feedback to move learning on.

In this scenario this would be done by:

Tigers: Parents will be required to upload daily observations of activities completed by their children. There will be daily feedback via comments on Tapestry and email for any questions. Daily Google Meet calls will give the opportunity for children to speak to their teacher. Teachers will be available to respond to parental messages between **8.30am and 3.15pm** on each school day.

Lions: Twice daily Google Meet for the class; teacher feedback to pupils/parents via Tapestry. Teachers will be available to respond to parental messages between **8.30am and 3.15pm** on each school day.

Cheetahs and Panthers: Daily Google Meet for the class; children submitting completed activities; teacher feedback to pupils; parents/pupils messaging the class teacher via Google Classroom. Teachers will be available to respond to parental messages between **8.30am and 3.15pm** on each school day.

Scenario 2 (Local Individual Pupils Isolating)

What platform would we use?

Tigers and Lions: Tapestry will be used to set work which will be available to pupils at the beginning of each day.

Cheetahs and Panthers: Google Classroom will be used to set work. The children will all have their own nsic email address to access this. Work will be set for pupils at the beginning of each school day.

What work will be set?

Pupils will be set work in line with their peers in their class. This will include teaching videos to support the children as well as times for children to complete independent work. ***The programme of learning will be 2 hours for EYFS pupils, 3 hours for KS1 and 4 hours for KS2.**

Will my child have contact with their teacher?

Just as scenario 1, it is a requirement that pupils and teachers must have daily contact. This will give the opportunity for pupils/parents to ask questions to support their learning and for teachers to provide feedback to move learning on.

In this scenario this would be done by:

Tigers and Lions: Parents will be able to upload daily observations/feedback of activities completed by their children. Teachers will be able to provide daily feedback on these observations or on email between **3.30pm and 5pm** on each school day.

Cheetahs and Panthers: children submitting completed activities; teacher feedback to pupils; parents/pupils messaging the class teacher via Google Classroom. Teachers will endeavour to respond to messages during the school day, however this will be more difficult in this scenario. Teachers will be available to respond to parental messages between **3.30pm and 5pm** on each school day.

What are my responsibilities as a parent?

Just as you support your child in getting to school we ask that you support them to complete their remote learning. This is making sure they have access to what they need and are safe when working online.

However, we are very mindful that for many parents you will need to continue to work while your child is isolating. Learning activities will be planned with a clear emphasis on children working independently as much as possible. To support this, throughout our curriculum in school we will be feeding in regular opportunities for pupils to practice the skills they require to complete remote learning. Similarly, we will set homework in a way that echoes remote learning to enable these skills to be practiced further.

We ask that you support your child with engaging in the daily check with their teacher. If a child does not access this, then a direct email will be sent to the parent.

How will I ensure my child is kept safe when completing remote learning online?

For support the NSPCC has some really useful guidance, please follow the link below:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

I have also attached a simple guide with some top tips from thinkuknow.co.uk

Class teachers will ensure that specific guidance around safeguarding and the platforms being used will be shared with you. All platforms are private. The important thing is, if you are unsure make sure you ask!

Similarly, there are also clear policies and procedures in place to ensure staff abide by the highest safeguarding standards when supporting pupils with remote learning.

Finally.... Having read and hopefully digested this information can I ask that you complete our Pupil Asset survey to confirm you have read and understood this document and agree to support your child with remote learning. A link will be sent out to you via email. This our first time in using a survey on Pupil Asset and is part of our great aim to become paperless!

As ever, thank you for all your patience and understanding through what continues to be times of great change. We are learning and evolving our practice day by day with the continued aim to ensure children's well-being is at the very heart and every individual gets the very best opportunities as that is what they deserve!

Our (Covid friendly) open door policy is still very much in place – so please, please, please email or phone us if we can help in anyway at all.

Take care

Natalie Butcher

(Executive Head, Swallowtail Federation of Church Schools).