



## **Tarbiyyah Primary School**

### **Remote Education**

### **Information for Parents**

Below you will find some information about how we will provide remote education. It is intended to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

If there is any additional information you require, please do not hesitate to contact the school office on 0203 7198697 or email [schooloffice@tarbiyyah.co.uk](mailto:schooloffice@tarbiyyah.co.uk)

## **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.

### **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?**

Remote education will usually commence with children receiving packs created by their teachers specifically for their age and stage of learning. Children will also have access to their Arabic textbooks and workbooks with instructions on which pages to complete. These will be followed by live online lessons commencing in 2-3 days time.

### **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 may need to make some adaptations in order to make it suitable for remote learning. For example, some learning projects may have to be swapped around in order to accommodate the situation. A learning project which is heavily outdoor based will have to be swapped with a more suitable learning project for the children to access. The learning project being replaced is intended to be covered at a later date in the year so there is no compromise on curriculum coverage.

## 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:

Early Years	1-2 hours/day of live lessons and independent activities
Key Stage 1	4-5 hours/day of live lessons plus independent work
Key stage 2	5-6 hours/day of live lessons plus independent work

## Accessing remote education

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

As our main communication platform, we use Class Dojo. On here we share login details for each teacher's lessons, lesson power points for further learning, independent work packs, newsletters, certificates, resources and much more. Class Dojo plays a key part in keeping the school community highly connected.

To conduct live lessons each of our teachers use Zoom. Timetables and login details are all shared on Class Dojo.

In addition to live lessons, children are provided with independent learning packs which complement their online lessons and are specifically designed to assess the children understanding of what they learn during the live lessons. The way the packs are designed, they do not need to be printed, but can be accessed digitally and children just need to indicate the question number being answered before submitting their work.

Submission of independent work is carried out via email. Children receive detailed feedback on each piece of work via email as well. If any child or their parent does not have access to email, they are welcome to upload their work and receive feedback through Class Dojo. Early years parents are encouraged to upload children's independent activities onto Tapestry.

## 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:

- If you do not have suitable facilities at home, the first thing to do would be to contact the school on 0203 7198697 or email [schooloffice@tarbiyyah.co.uk](mailto:schooloffice@tarbiyyah.co.uk) to discuss possible options.
- For children who may not have access to a device at home, the school has a few spare ones which it can lend. However, once these are borrowed, any further children requiring one will be placed on a waiting list.
- There is a route for parents to apply for help with devices. Parents can visit <https://www.familyfund.org.uk> to check eligibility.
- For children who do not have any digital or online access at home, the school will provide printed packs to be collected from school on a weekly basis. These packs are to be submitted back to school on a weekly basis for marking and feedback.

## How will my child be taught remotely?

In order to make our remote learning suitable for all children and cater for various needs, we use a combination of approaches:

- Live teaching (online lessons on Zoom)
- Independent work packs produced by teachers
- Textbooks and workbooks for Arabic to support live lessons
- As an extra resource the school will make recommendations which children can access at their own convenience. Websites supporting the teaching of specific subjects or areas, such as phonics play for phonics (EYFS & KS1), Khan Academy for maths (KS2) and Oxford Owl for whole school reading.

## 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?

At Tarbiyyah Primary School we want the children to make the most out of every situation. When accessing remote learning it's important for children to remain in a routine as they would have done during school time. Going to bed at a suitable time, rising early and maintaining a timetable which allows them to gain the most out of remote learning.

- Parental support in developing a routine and good habits is crucial and will allow children to eventually develop independence.
- In order to gain the most out of the remote learning on offer, we have certain expectations which need to be adhered to. Please see below:

### Expectations for Online Lessons

While joining in on the online classroom, there are certain expectations from each pupil. These will ensure your children gain maximum benefit from the lessons. Please assist your child in achieving the following:

- Make sure your child is sitting at a desk, in a space with no distractions.
- Have any stationery ready, which may be needed.
- Be punctual to the lesson, log on a few minutes prior to the lesson time and wait in the waiting room.
- If your child will not be able to attend the class on that day, please inform the teacher via Class Dojo by 8:30am each day.
- Prior to the lesson allow your child to eat, use the toilet and be fully dressed, not attend in their night-suits/pyjamas. Children should be fresh enough to maintain focus throughout the session.
- Children should use the written chat feature for relevant comments only.
- If a parent is accompanying their child, they are not to contribute on behalf of the child. The teacher needs to assess the child's understanding.
- Parents are not allowed to record the session for data protection reasons.
- Only students should be attending the lessons.
- Please make sure your child continues to follow behaviour expectations required for effective learning to take place. Positive/negative Dojo points will continue to be used.

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

- The school will work in close partnership with parents and strategies will be put into place for specific families experiencing any kind of difficulties with remote learning.
- If there is a concern regarding the overall engagement of a child, teachers or senior leaders will contact the parents via phone to discuss any barriers to engagement they may be experiencing and possible solutions.
- The engagement of each child will be noted on a daily basis. Parents are expected to communicate with the teacher through Class Dojo by 8:30am on the day if their child is going to be absent from any of the day's sessions. Alternatively, they can call the school phone on 0203 7198697.
- If a child is late to a lesson, teachers will send a message on Class Dojo as a reminder that the lesson has started and that they are waiting for them to attend. If a child is absent from a session, the teacher will send a message to their parent. If there is no response from the parents, a phone call home will be made to check on the wellbeing of the child and their family.
- Communication will be given priority to seek resolutions. The school and its staff will try their best to cater for various circumstances in order for the child's learning to continue.

## 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. Our approach to feeding back on pupil work is as follows:

- All children will have access to independent work which will need to be emailed to the teacher once completed. The teacher will, in turn, reply to the email with detailed feedback. Feedback will include what the child has achieved well, along with points of improvement.
- The independent work packs will be marked weekly. However, if there are pieces of work the teacher has asked to submit daily, will be marked daily as well.
- Any child who requires extra support will be invited to a drop-in session. Drop-in sessions will be conducted by the class teacher 4 times a week. Children also have the option of booking a slot if they would like to see the teacher for any extra support they require.

## **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.

- The school will work closely with parents to find the best possible way to cater for children with particular needs.
- Strategies for each child will vary, depending on their individual needs.
- For children who require them, we will deliver one-to-one sessions; sessions at specific times; individualised independent activities; as well as intervention sessions delivered by the SENCo.

## **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?**

In the event that your child requires self-isolation while the rest of the class is attending school, we will offer work packs and resources which your child can complete at home and upload onto Class Dojo or email the class teacher. These independent activities will follow the school timetable and offer a planned and well-sequenced curriculum. It will include most subjects taught at school and allow your child to access the same lesson content as children in school. The teacher will upload the teaching PowerPoint onto class dojo, along with any videos, resources and the independent activity for your child to complete during the course of the day. Feedback on their work will be given in the same manner as children in class will receive it, i.e., before their next lesson for that subject.