



Kader Academy



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Kader Academy

Remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education. Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible.

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?

Work will be available in electronic format from the next school day. Videos, worksheets and tutorials will be available using the online platform of Seesaw. All children have login details and regularly use this platform in school. Teachers can provide feedback and help via the marking tool and the messaging service. Remote education should follow the same sequencing and pedagogy that school takes.

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 some subjects.

For example, in certain 'hands on' subjects like DT, we would not expect parents to provide equipment and complete practical elements. Instead, school will adapt and make the curriculum accessible to all.

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 will take pupils broadly the following number of hours each day:

Early Years Pupils (Nursery and Reception aged 3-5)	1-2 hours of activities set by school.
Key Stage One (Years 1-2 aged 5-7)	3 hours
Key Stage Two (Years 3,4,5,6 aged 7-11)	4 hours per day

Accessing remote education

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

At Kader, we primarily use Seesaw as an online tool to provide learning resources. Children may also be set work on our additional online platforms such as Times Table Rockstars, Purple Mash and Get Epic Books.

Paper packs are available, on request.

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:

- iPad and laptop loans are available on request.
- Pupils can request printed materials via the school office if they do not have online access.
- If a pupil has no online access, work can be submitted for marking, via the school office between the hours of 9am and 3.00pm.

How will my child be taught remotely?

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

In this section, we will outline the strategies used for remote learning. Asynchronous education, when materials are prepared by the teacher and accessed by the pupil at a later date, is our main offer.

Some examples of remote teaching approaches:

- Prepared activities uploaded onto Seesaw followed by written and/or verbal individual feedback.
- Recorded tutorials of short presentations or modelling of new content made by Kader Academy staff for a pupil's specific needs, a class or a whole year group.
- Live video meetings via Microsoft Teams (Years 5 and 6).
- Signposting/links to resources, e.g. Get Epic books, BBC lessons, Oak National Academy, etc.
- Printed paper packs produced by teachers, for those without internet access (e.g. workbooks, worksheets, etc.)
- Reading Plus (Year 4, 5 and 6)
- Oxford Owl reading resources (EYFS to Year 2)
- Get Epic reading resources (EYFS to Year 6)
- Times Tables Rock Stars (Years 2 to 6)
- Conquermaths (Years 2 to 6)
- Spelling Shed (Years 2 – 6)

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?

Kader Academy acknowledges that teaching children at home can be challenging. However, we expect learning to take place each day Monday-Friday and for a set period of time.

Videos and work have been provided with the idea that learning can be 'anytime, anywhere learning'. Children do not have to work from 9-3 but can work around parental working hours or family pressures on technology. We will leave activities on Seesaw until the Sunday afternoon of each week. This gives children the opportunity to complete tasks until then. Each Monday, new activities will start to appear on the platform.

Interactions between children and teachers can increase motivation to learn. Furthermore, this enables assessment for learning to continue and supports assessment procedures.

With the Seesaw APP, parents are actively involved in their child's education and can see the tasks, responses and the learning process. This transparency is welcome and builds on the ideas that parents are learning partners. That said, the work is differentiated and children should be able to access most activities independently in Years 1 to 6.

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

Teachers and teaching assistants will mark all work to give feedback as quickly as possible, on a daily basis, Monday to Friday. Feedback is quicker and more effective online with Seesaw. Kader staff will contact children with feedback daily via Seesaw.

If there are concerns regarding work, teachers will contact parents/carers and parents and carers are encouraged to contact school should they have any concerns. Parents can message their child's teacher directly, and monitor their child's Seesaw activity by using the Seesaw Family app.

During longer remote learning periods, regular welfare phone calls and/or group video communication via Microsoft Teams (Years 5 and 6) will be initiated by 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:

- Children will receive feedback, in various forms, each day. Certain tasks will have written and/or verbal feedback, whilst other work may have score-related feedback, e.g. a multiplication test, spelling test or science quiz.
- Seesaw allows a conversational feedback model to be adopted.
- Children are expected to respond to feedback and correct their work as they would in school, then re-submit it to their journal to be checked.

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:

Kader uses Seesaw for online learning. This is embedded in school procedures now so even our younger children can log on with parental support.

SEN children will be provided with appropriate differentiated activities. If your child requires further specific support, please contact your child's class teacher or our SEN Team via email school.enquiries@kaderacademy.org.uk

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?

Pupils self-isolating will be educated via Seesaw and/or paper-based approaches. Children isolating individually at home will have access to all learning activities that children in school have.