

Guidance for parents



Tips and advice for parents:

Remote education in primary schools

What should my child's remote learning provision look like?

The Department for Education (DfE) has published its [expectations](#) (p46-51) for what schools should consider when planning their remote learning offer.

Schools across Solihull have been considering how they can best meet DfE requirements and will offer a blend of live streamed lessons, recorded video resources and independent self-study using other, more familiar, resources. Work should be planned to meet the different needs of pupils and children can expect teachers to provide feedback after completing pieces of work. Very young pupils will have less online interaction and should be continuing with a play based curriculum at home, supported by parents where possible.

Whilst it may seem that the best way to provide lessons is by live streaming, it is not really appropriate for primary schools to deliver all lessons this way. OFSTED has published a report where it states that although some may feel that a live lesson is the 'gold standard' of remote education, this isn't necessarily the case. Inspectors' observations in schools have led them to believe that live lessons are not always more effective than pre-recorded lessons. The report states:

"There are some difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

Different approaches to remote education suit different types of content and pupils."



How do I motivate my child who is struggling to adapt?

Break the day down into chunks and write out a routine that children can see. Include a time to exercise, to play or read alone and to be outside. Also, waking up at the same time and keeping to the same bedtime routine as a normal school-day will support the transition into remote education.

Create the best space possible. Having all equipment close to hand and your child's work displayed on the wall would signal that this is a 'learning space' and removing any distractions will make a big difference. If a straight-backed chair and desk aren't available, try making a "work throne" out of pillows on your child's bed each morning, or find a small enclosed space to help reduce distractions.

Take breaks. When you feel they are needed, encourage a quiet time where they can rest in their bedrooms, play with a game by themselves, listen to an audiobook or read. This way everyone gets a break and space to recharge. Try having a selection of healthy snacks out on the kitchen table so a child can help themselves to a snack after a lesson ends.

Stay positive. Children look to their parents to figure out how to react to new or intimidating situations. If their parent seems sceptical or defeated, then they're likely to follow suit. Staying as positive about remote education as you can will help your child to maintain a 'can do' attitude to the tasks set.

What can I do to reduce screen-time?

Make it practical. If you have been set a task to add numbers up to twenty, children can go outside and find twenty leaves to use for their calculations. If the task is to write a diary entry as Harry Potter, you could pretend to be wizards around your house to get those imaginations fired up. If spelling is a task, how about getting messy with some finger painting or shaving foam? This will help your child 'unlock' more ideas and extend the learning over a longer time period.

My child completes the tasks quickly is then bored. What do I do?

Use what you already have. Supplement the activities set by the teacher with other tasks that can be completed more regularly. Read the next chapter of their home-reading book, spend time writing out that tricky 7x table and coming up with ways to memorise it, ask your child to record a message to their teacher explaining their understanding of the task, complete an exercise routine based around the task or create a poster or set of instructions to teach somebody else the skill.

How do I keep my child safe online?

Guidance can be found on the National Online Safety website. Some of the advice is to:

- Ensure they are using the school's communication channels.
- Familiarise yourself with the relevant school policies.
- Monitor your child's communication and online activity.
- Implement safety controls and privacy restrictions on apps and software.

The adults at home are all working, what do we do?

Make the teacher aware. They may be able to offer your child additional support or adapt the task to be more independent.

Be flexible. If the working day is more difficult, prioritise which remote education tasks you think will need adult support. Could one of these be completed first thing in the morning or once the working day has finished?

I have three children who are all being educated remotely - what do I do?

Prioritise and strip back. Look at the tasks your children have been set. Which of those are going to need your support and which can be done independently? Can the tasks be arranged in a way that one or two children can be completing independent tasks allowing you one-to-one time with the other?

Combine activities. Are any of the different children's tasks similar, for example both writing a different diary entry? Could these be combined into the same activity to be completed as a whole family? Bringing everyone together for a shared task can be an effective way to work around everybody's wants and needs and creates a sense of togetherness.

We don't have a printer, so how do we complete these worksheets?

Use what you have at hand. A pen and paper will be all you need for most tasks. Once children have watched or read through the instructions, you can either keep the tasks displayed on the screen or write these down for the child to follow.

The worksheets are there as a guide, but teachers fully understand that fewer and fewer people have a printer nowadays. Either display the worksheet on the

screen to work from, or you could use it as a guide to create a similar sheet on a piece of paper.

The work is too difficult and they can't do it, what do I do?

Give it your best shot. It may be that they aren't getting everything right, but the learning journey is always full of mistakes. If your child is happy to, persist with the task and you may find that they develop their understanding as they continue with the activity. We rarely expect pupils to get *everything* right, mistakes are an important part of the learning journey!

Speak to the teacher. Use the contact methods your school have given to you to let them know. Bear with them in what will undoubtedly be a really busy time, but they will be able to support you in adjusting these tasks if your child is still struggling and may be able to offer further teaching to those who are finding it difficult.