

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?

Foundation- Weekly basic maths and literacy lessons with linked activities and additional resources as an extension. Topic stories with linked activities and craft suggestions. Learning through play suggestions, activities and resources. An additional topic folder with a range of resources that support all areas of the foundation curriculum.

KS1 and KS2 – The weekly learning has been uploaded since the beginning of the year for any children isolating so children can immediately access lessons for maths, literacy, phonics, spelling, topic, PE, science and RE. A timetable is also available to help you to structure your day.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example in Foundation our recorded sessions follow the same curriculum as taught in school, as much as possible. The follow up activities and linked learning opportunities have been adapted so the parents can support the children at home. In school, the follow up tasks would normally take place in the free flow provision, rather than on worksheets.

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:

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| Foundation | <ul style="list-style-type: none">• Phonics recorded session: 10-15minutes. Linked activity: 10-20minutes. (Active games encouraged including phonics ICT games, singing, dancing and sign language)• Maths recorded session: 5-10minutes. Linked activity: 15-20mins (Active, 'hands on' experiences encouraged. Online ICT maths games, real life experiences such as practising weighing/measuring through cookery/water play)• Topic recorded session: 10minutes. Linked activities: 15min-2hrs (Including researching topics, designing and making craft, painting, drawing, exploring)• Child initiated learning: Throughout the day, the |
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| | <p>children should be able to follow their own interests and choose what they would like to explore and play with. Including: playing outside, water/sand play, fine motor related activities such as playing with Lego, playdough and small world figures. Cookery opportunities with a grownup. Rest and 'downtime'.</p> <ul style="list-style-type: none"> • Weekly Zoom call: 15-20minutes per session. |
| <p>Key Stage 1</p> | <p>Work set in KS1 will take approx 4-5 hours</p> <ul style="list-style-type: none"> • 1 hour – Maths • 1 hour – Literacy with recorded input. The length of the input will depend on the activity / task. • 30 mins – Guided reading with recorded lesson and activities. The teacher will read the story and work through the task with the children on the recording. • 1 hour – other subjects e.g. science, RE, PE, Topic. A powerpoint or lesson plan will be included to support the parent when teaching the lesson. Resources / tasks will be linked to this. • 30 mins – spelling. A lesson plan and resources are provided • 30-45- mins daily exercise / movement – using Joe Wicks, Just Dance or an exercise of your choice • Storytime – at the end of each day. This is also time where the children can read 1:1 using a book at their reading level |
| <p>Key Stage 2</p> | <p>Work set in KS2 will take approx 4-5 hours</p> |

The following lessons are all recorded for the children at home either through a video or PowerPoint and are the same inputs that we would be teaching in school: Maths, Mental Maths, Literacy, Guided Reading, RE, Science, Topic.

The teacher talks through the input and then explains the children's task. All resources for these lessons are provided for the children at home.

- 1 ¼ hours – Maths
- 10 mins – Daily Mental Maths
- 1 hour – Literacy
- 30 mins – Guided reading
- 1 hour – other subjects e.g. Science, RE, Topic.
- 40mins – French, taught through our subscription to Language Angels which parents have access to.
- 40mins – Music, online provision through the National Academy or other musical sites.
- Spellings and times tables are provided for children at home and they are encouraged to practise these daily.
- Daily reading is promoted through opportunities to zoom with the class teacher at school for a story or for children to read to themselves or an adult.
- Weekly Zoom call with Class Teacher: 30-40 minutes per session.
- Daily exercise sessions are encouraged through The Daily Mile, Joe Wicks or for children to go out for walks as a family.

Accessing remote education

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

Children will be able to access learning on the learning platform. We will record lessons on zoom for children to view. This will be shared as a link on YouTube.

We may also record on a power point which your child can listen to.

We will continue to monitor and assess children's learning using classroom monitor for all children whether they are learning remotely or in the classroom

We have set up a class email to enable you to send in work from home so that we can review it and reply to your child with feedback.

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:

All children must have access to learning. To support this we will be doing the following:

- Providing laptops and tablets for children who do not have access to any technology at home. We have already contacted parents who may need this support. The laptops have been provided through donations and charities as well as those allocated via the DFE scheme.
- We will provide packs of printer paper, this has been paid for from the SVP charity. All children are provided with a work book to put their learning in.
- Printed packs of all lessons and the related tasks are prepared each week for each year group. These are provided for any families who are unable to print off the work. This has been advertised in the weekly newsletter.
- All documents are saved as pdfs for those parents printing from phones.
- All completed work can be dropped off at school for teachers to look at.
- All children will be able to join a weekly zoom call with their class teacher. If they are unable to join the weekly zoom call they will receive an email from their class teacher.

How will my child be taught remotely?

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

We will be providing some recorded lessons to support learning. If a recorded lesson is not provided we will provide

- Recorded teaching for literacy, guided reading
- Maths provision is a combination of White Rose instructional videos and/or recorded teaching
- Online resources / tasks are provided for all lessons; this may include powerpoints, worksheets, independent tasks and ideas for extending learning
- commercially available websites are used to support lesson inputs including video clips or sequences e.g. espresso, BBC Bitesize, Youtube, phonics play.

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?

In this section, please set out briefly:

- Children should be following the learning provided on the learning platform. This is very important as we are continuing to follow the curriculum and this ensures that all children are receiving the same education whether at home or at school.
- Children should complete at least one task / lesson for maths, reading and writing per day. In Foundation and Year 1 Phonics should also be taught daily.
- A structured day is key to children being able to learn effectively. By following the school timetable the children will benefit from a similar learning environment to school.
- Regular breaks are essential for children and these are indicated on the time table.
- To avoid children being in front of a device for too long please ensure they have short breaks at regular intervals. Daily exercise will also help with concentration.

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

In this section, please set out briefly:

- Teachers will check their class email daily to view your child's work.
- Feedback will be within 24 hours and will include a mix of positive praise and areas for development.
- Work will be shared on the zoom meetings
- If teachers do not receive any work from a child or do not have any contact with the parents they will email them in the first instance and follow this up with a call if needed.

How will you assess my child's work and progress?

Feed back 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:

In this section, please set out briefly:

- Teachers will reply to all emails sent in on the class email address, on a daily basis.
- Teachers will reply directly to your child and will provide positive feedback as well as highlight areas where they can improve
- Teachers will respond daily to parent queries
- Feedback will relate to the work that has been sent in
- Children will be recognised in the weekly assembly for the work they are doing in a similar way to the merit system we use at school (this will not be all children but the class teacher will identify 2 or 3 children each week)
- Children will receive postcards home for pieces of work that stand out.

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:

In this section, please set out briefly:

- Pupils with an EHCP are entitled to attend school to continue with the support required
- Where children with SEND are homebased regular contact will be maintained and resources / technology will be provided where needed
- Where possible interventions will continue online Eg where children are accessing toe by toe or word wasp.
- Children in Foundation and Year 1 will be able to access recorded lessons for phonics, reading, writing and maths (maths is a mix of White Rose videos or recorded videos from school).
- Activities for Foundation and Year 1 are supported with recorded lessons for phonics, literacy and reading. Maths lessons follow the White Rose scheme with supporting videos. The activities are based on the curriculum and allow for the use of physical resources. Writing is structured using the 'Write Stuff' writing concept which allows all children to access it.

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?

For children isolating the learning remains the same as the learning in school. The timetable was previously less structured but going forward we will ensure the timetable is also uploaded for children isolating.

The children at home and school will be accessing the online recordings to support their learning.