

## 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 when individual pupils are self-isolating, please see the final section of this page.

## The remote curriculum: what is taught to pupils at home

We continue to offer a broad curriculum. Class teachers teach and set the work for the majority of lessons. For Forest School, Music, PE and French we have subject specialists.

## How long can I expect work set by the school to take my child each day?

In line with Government guidance, we are providing 3-4 hours of content and assignments a day for our pupils. Years 1-6 will have a daily 30 minute live lesson with their class teacher. This is followed by 3x40 minutes of academic subject assignments and 1x 40 minutes of a non-academic subject such as Art, PE, Music, PSHE, Computing.

*An example of a Year 3 daily timetable:*

Week beginning: (date)	Task 1 <b>Maths</b> Live lesson (30 mins) Activity set (40 mins)	Task 2 <b>English</b> (40 mins)	Task 3 Academic: (40 mins)	Task 4: Foundation subject (40 mins)
<b>Monday</b>  <b>Morning Assembly:</b> Video post on class stream	<b>This is today's live lesson and assignments submitted by 3pm will be marked and sent back the same day.</b>  Place Value X by 10 and 100 Assignment: set to carry out on exercise book. Submit: photo/scan of exercise book activity	Read class book The Twits p. 11-20 Assignment: adjectives worksheet/answers in exercise book.	<b>RE:</b> Assignment: look at the video and answer the questions in the Google quiz.	<b>DT:</b> Designing a vehicle using junk modelling to carry the weight of a tin of beans. Collect up boxes, paper towel rolls and bits and pieces from home to use to create a vehicle. Use your problem solving skills!

## What should my child expect from immediate remote education in the first day or two of pupils being sent home?

### → Day 1 of self-isolation tasks

Age group	Maths	English	PE/PSHE
Foundation Stage	Number Formation: <a href="https://drive.google.com/file/d/1FpEv5gYrO3xhJLeGtFJRloarVDLrUlod/view?usp=sharing">https://drive.google.com/file/d/1FpEv5gYrO3xhJLeGtFJRloarVDLrUlod/view?usp=sharing</a>	Letter Formation: <a href="https://drive.google.com/file/d/1XijgQAqWVKSVd38Mh_qzVqKiwZJZRW_p/view?usp=sharing">https://drive.google.com/file/d/1XijgQAqWVKSVd38Mh_qzVqKiwZJZRW_p/view?usp=sharing</a>	Make your own 'Worry Box' (instructions): <a href="https://drive.google.com/file/d/1_4ER9xagNE5NSGaYccwvZiqArSohiommm/viaw?usp=sharing">https://drive.google.com/file/d/1_4ER9xagNE5NSGaYccwvZiqArSohiommm/viaw?usp=sharing</a>

			Worry Box Cards: <a href="https://drive.google.com/file/d/1Tf4p0WnoTZvQJstbP2NQ3S5uNrp4dKi8/view?usp=sharing">https://drive.google.com/file/d/1Tf4p0WnoTZvQJstbP2NQ3S5uNrp4dKi8/view?usp=sharing</a>
Key Stage 1: Years 1&2	Maths: Times tables rehearse the times table using songs from <a href="https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4">https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4</a>  Pirate themed Maths lesson with BBC: <a href="https://www.bbc.co.uk/teach/live-lessons/numeracy-ks1-lesson-1/zwhkg7h">https://www.bbc.co.uk/teach/live-lessons/numeracy-ks1-lesson-1/zwhkg7h</a>	Reading: 30 minutes per day with a parent  Enjoy Bringing Books to Life with BBC: <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-bringing-books-to-life/zvg4xyc">https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-bringing-books-to-life/zvg4xyc</a>  Handwriting: Log in at www.letterjoin.co.uk User name: wk0548 Password: home	Carry out tasks set out in the Learning logs  PSHE with BBC: <a href="https://www.bbc.co.uk/teach/ks1-psh-e/zfyskmm">https://www.bbc.co.uk/teach/ks1-psh-e/zfyskmm</a>  PE with BBC: <a href="https://www.bbc.co.uk/teach/ks1-physical-education/zdqhcqt">https://www.bbc.co.uk/teach/ks1-physical-education/zdqhcqt</a>
Key Stage 2: Years 3-6	Maths: Times tables rehearse the times table using songs from <a href="https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4">https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4</a>	Reading 30 minutes per day independently  Continue to learn the KS2 statutory words on the School Website class pages.  Handwriting: Log in at www.letterjoin.co.uk User name: wk0548 Password: home  English: Classic stories reimagined with the BBC: <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-once-upon-a-time/z7gkgwx">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-once-upon-a-time/z7gkgwx</a>	PSHE with BBC: <a href="https://www.bbc.co.uk/teach/ks2-psh-e/zbrg7nb">https://www.bbc.co.uk/teach/ks2-psh-e/zbrg7nb</a>  PE with BBC: <a href="https://www.bbc.co.uk/teach/ks2-physical-education/zi2n92p">https://www.bbc.co.uk/teach/ks2-physical-education/zi2n92p</a>

- Day 2 of self-isolation onwards: Will be made available on Google Classroom

## 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 will be delivering the National Curriculum, but the offer will be a leaner version, aiming to cover the key concepts to enable us to deliver the overall coverage in English and Maths. The last year has been disruptive for our learners and we are aware that there will be gaps in their learning. We began a catch-up curriculum programme before the most recent lockdown and this will resume when the children return to school.

Remote learning lends itself to delivering the key concepts relatively successfully, but it is more challenging to teach the style of lessons which applies those key concepts. As a result our online curriculum focuses on the coverage of core subject concepts, ensuring that children have an understanding of what has come before, and then revisiting or moving on according to where the cohort is. Teachers are teaching and planning in a responsive manner.

PE is more focussed on fitness, gross motor skills, hand-eye coordination and getting outside rather than the usual team and ball games.

PSHE is an important subject and we will be continuing the programme from Jigsaw. We are also offering a wellbeing Google Classroom which is run by our school counsellor and supports children's emotional needs.

## Accessing remote education:

**How will my child access any online remote education you are providing? How will my child be taught remotely?**

**Remote Learning: Google Classroom / Google Meet on PCs, laptops and tablets. PCs have been provided by school to our pupils, ensuring that every household has access to online learning.**

- The online platform for remote learning we will be using is the *Google Suite for Education*.
- *Google Classroom* will be used for setting and submitting 'assignments' (the tasks teachers set the pupils)
- *Google Meet* is the live video meeting platform.
- To log in, go to: <https://gsuite.google.com/dashboard> then sign in with username and password.
- A 30 minute live lesson will be conducted every day. The majority of live lessons will be Maths and English with the class teacher.
- Assignments draw from a whole host of high quality resources including Oak Academy (Government online learning library of resources) BBC online films and resources, videos made by staff and teacher created resources and documents.
- Reading books online are available with Oxford Owls and parents have been sent their login details
- Times tables are being practiced online using the Rock Star Times Tables website, an online subscription
- PSHE lessons use Jigsaw, an online subscription programme
- Handwriting lessons use Letterjoin, an online subscription programme
- Computing uses Purple Mash, an online subscription programme
- Foundation Stage (FS)-Year 3 will need adult help to access the live meetings, look at the assignments and will require adult supervision and support. Years 4-6 will need adult support in the first week to get familiar with the Google Suite, but then the help they need should lessen as the routine becomes familiar. Foundation teachers will record videos of themselves reading stories and doing phonics activities.

**If my child does not have digital or online access at home, how will you support them to access remote education?**

- We have provided all of our families with computers and laptops. Parents received weekly reminders throughout the Autumn term to call the school if they needed a computer at home. We sent 12 computers home to our families and have sent home dongles so that parents can access the internet on those computers. We continue to ask families and offer tech support to ensure that they have access to the remote learning offer.
- We provided all parents with a Remote Learning Pupil Acceptable Use Agreement 31.12.20
- Our ICT co-ordinator Miss Brown has been offering guidance to staff and parents and we offered a Google Meet meeting for parents in the first week of this January's lockdown to give parents the opportunity to ask technical and curriculum content questions. We had 12 attend.
- The Parents Committee and Class Reps have also had meetings with the HT to ask questions and feedback any needs or necessary changes so that we can respond to the pupils' and parents' perspective.
- The class teachers are regularly checking in with their pupils and parents, the headteacher is checking in with every household and the SENCo is ringing all of our vulnerable and SEN children to ensure that all children have access.
- Where children are not able to access the remote learning on a regular basis or short periods of time because of family circumstances, we have sent home English and Maths text books to support the continued learning of those children.

## 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?

- All of our children are encouraged to go outside every day and get exercise for an hour a day. Parents are expected to ensure that children are given this opportunity every day.
- Parents are expected to ask the school for help and support when it is needed.
- Parents are expected to support the school with the remote education on offer, but also do what is manageable and appropriate for the child's well being on any particular day. There will be good and not so good days and we want parents to feel they can be responsive to the individual and overall family's needs over the lock-down period.
- Children in our Infant phase (FS, Y1,2) will need help to log-on and navigate the Google Classroom. They will need daily support with their phonics learning, parents are expected to read story books to their children. One piece of work/photo is to be submitted Mon-Fri.
- Children in our Junior phase (Y3,4) have been getting used to using Google Classroom over the Autumn term, so they may need some initial support every day but they will be able to largely use the platform independently. Parents are expected to support and monitor their children's daily reading. We recommend 15 minutes a day, at least 4 times a week. Parents are expected to support the learning of times tables by reciting and encouragement and monitoring children's handwriting and presentation of their work. One piece of work is to be submitted Mon-Fri.
- Children in our Senior phase (Y5,6) are able to navigate the Google Classroom independently. Parents are expected to monitor their children are reading independently at least 4 times a week. We expect parents to look over the work that children produce and ask them to revisit work that they can see isn't correct or well presented. One piece of work is to be submitted Mon-Fri.

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

- Teachers are taking a daily register of children's attendance to live lessons.
- Children who are not participating 3 out of 5 days a week are brought to the attention of SLT.
- Half-termly the teaching staff hold Progress and Pastoral Meetings, chaired by the Headteacher. In these meetings staff discuss concerns regarding individual children and agree action points to support the child and family. This provides a forum to discuss and plan strategies and interventions to boost a child's academic and pastoral progress.

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

- The piece of work that children hand in every day will be marked and this is the main form of assessment in English and Maths.
- Live lessons are the primary opportunity for teachers to carry out assessment for learning, checking understanding with individuals and groups of pupils.
- Teachers can set Google Quizzes to check understanding of topics and content.
- Teachers encourage open lines of communication with parents to enable parents to report reading progress, areas of strengths and areas in which their child is struggling, to help the teacher plan and structure the activities set.

## **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:
- Our SENCo rings families of our SEN pupils on a weekly basis. Support and help is offered where needed.
- Staff are encouraged to discuss approaches to teaching for their pupils with SEN, with the SENCo. This open communication and support ensures they are able to access the learning through differentiation and provision of resources and outside agencies.

## **Remote education for self-isolating pupils**

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

- Children who are self-isolating are provided with the first day's isolation work (see above). After that, teachers will provide yesterday's lesson and resources, or equivalent.