

# Remote Education Offer

## Kintbury St Mary's CofE Primary School



## Remote Learning Offer

Name of school: Kintbury Primary School

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### 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 if local restrictions require whole cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final sections of this page.

**Please note:** This is a live document which is reviewed and updated regularly as our remote learning journey evolves.

### The Remote Curriculum: What is taught to pupils at home

<b>What should my child expect from immediate remote learning education in the first day or two of pupils being sent home?</b>
The initial response to any isolation will be to provide children with an initial home learning grid for the day via email. In the case of whole cohort isolation, assignments and materials will be set on the Google Classroom area.
<b>In the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?</b>
We teach the same curriculum remotely as we do in school wherever possible and appropriate.
<b>Remote Teaching and study time each day</b>
<b>How long can I expect work set by the school to take my child each day?</b>
We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day.
<b>Primary Aged Pupils:</b> EYFS Pupils 2 hours KS1 Pupils 3 hours KS2 pupils 4 hours

## Accessing Remote Education

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



Google Classroom

How to access Google Classroom:

<https://www.youtube.com/watch?v=hhti35tLcAY&feature=youtu.be>



Access to Oak Academy: <https://www.thenational.academy/>



Access to White Rose Maths: <https://whiterosemaths.com/resources/primary-resources/primary-sols/>



Access to BBC Bitesize: <https://www.bbc.co.uk/bitesize>



Access to TTRockstars: <https://play.ttrockstars.com/auth/school/teacher>



Access to Doodle Maths: <https://www.doodlemaths.com/>

Other websites used:

Literacy Shed: <https://www.literacyshed.com/home.html>

Once Upon A Picture: <https://www.onceuponapicture.co.uk/>

Nrich: <https://nrich.maths.org/>

Maths Frame: <https://mathsframe.co.uk/>

- Within all plans, teachers will set appropriate work via Google Classroom, which is in-line with our current curriculum, supplemented by a range of resources provided by Oak Academy, White Rose Maths BBC Bitesize.
- Children will remain in contact with their Class teacher through Daily Zoom morning registration and wellbeing sessions.

- Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also many lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will use the lessons in the classroom so children are familiar with the platform.
- White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.
- Doodle Maths, Literacy Shed, StoryTime Phonics, Oxford Owl Ebook Library and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.
- Zoom will support school in offering the opportunity for the children to communicate with their teacher through live video. The private messaging tool will be used so children can ‘drop-in’ to receive further support after accessing the lesson resources. If children need further assistance, school staff will contact the family via telephone call.
- The Google Classroom private message tool will be in use as the communication element alongside our usual use of email and telephone communication. Teachers and parents will be able to message one another to share information and offer support. The Class stream area of Google Classroom and the daily registration Zoom meeting will offer the chance for teachers to celebrate and share children’s work.

**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

According to our “Distance Learning Survey” completed in the Autumn Term, we are aware of families struggling to access remote learning due to insufficient devices available. We have been able to loan a devices to those families. Please contact school if you require further information.

We have additional Vodafone SIM data cards and mobile Wi-Fi dongles available to support home internet connection.

In addition parents can seek support from

<https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

In some instances, where families are unable to have online access, they should contact the school so that we can support them further.

**How will my child be taught remotely?**

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

**Morning Registration School Expectation:**

- Teachers will log on to Zoom at a specific time each morning (each class will be given different timings to help siblings sharing a device)
- Teachers will begin the session with a welcome and wellbeing check.
- Teachers will share the timetable, explain the expectations for each day and will discuss how to submit the work.
- Teachers will also share a discussion activity that will enable children to interact with each other, initially during the Zoom meeting and then via the stream commenting feature on Google Classroom.

Using Google Classroom, the Class teacher will upload all resources and plans by 8:00am to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the class teacher in identifying resources.

PPA will be covered by Mrs Keys-Stevens, Mrs Sanders and Mrs Self who will provide the feedback for non-core lessons.

The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through the Google Classroom. Staff will mark and monitor the work that submitted through Google Classroom. Feedback will be provided using the private message tool on Google Classroom.

For non-core lessons, resources will be uploaded to Google Classroom and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the curriculum. Staff will mark and monitor the work that is submitted through Google Classroom. If instant feedback is required, the children can use the private message tool on Google Classroom.

Time will also be scheduled for the children to watch an assembly delivered by Mrs Cantwell/members of the church. This will encourage children to keep working, celebrate successes, promote a togetherness and continue our Christian ethos.

Completed work should be photographed and uploaded to the Google Classroom. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place using the private message tool on the Google Classroom. Additional support is available through the private messaging feature in the first instance and followed up with a phone call to individuals if further support is needed.

In the event of teachers becoming ill, depending on capacity, partner teachers and staff will work as a team to 'takeover' the Google Classroom account by posting the work for the day and responding to assignments using the 3 point feedback system.

### **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 the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Kintbury St Mary's Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.**

In preparation for home-learning, parents and children have received logins and passwords for the following platforms:

- Google Classroom
- TT Rockstars
- Doodle Maths

If families have misplaced this information, please contact the school office for new login details.

**Attendance:**

There will be an expectation that all children will log onto the Zoom morning registration meeting. Due to DFE daily Educational Setting Status If your child is unable to attend the morning registration meeting due to illness, the parent/carer must call the school.

Class Teachers are recording daily engagement with home learning.

**Morning Registration Home Expectation:**

- Children must be dressed ready for the morning registration meeting.
- A family member must be in the same room as the child during all face-to-face meetings.
- Children have already eaten breakfast before the morning registration meeting.
- Children are in a calm space where possible away from siblings.
- Children log onto the Zoom meeting with the audio muted.

For more information about the expectation of parents and students, and safeguarding expectations during remote learning, please see our Remote Learning Agreement document.

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

Class teachers will take a daily register of engagement.

If a child does not engage, the Class teacher will call the parents to discuss obstacles and support.

**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 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:

Completed work should be submitted to Google Classroom.

Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc.

Feedback and queries can take place using the private message tool on the Google Classroom. Class Teachers will also be using a 3 point marking code.

Additional support is available through the private messaging tool on Google Classroom in the first instance. If further support is needed, Class Teachers will follow up with a telephone call.

## **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:

Where possible work will be tailored to support children with SEN and signposted to other online provision. Regular contact is kept with all families through private message on Google Classroom, telephone calls and emails.

We include EYFS and Year 1 on our Google Classroom remote learning platform.

Families can access tasks, activities, and online resources. Families can use Google classrooms to submit work and any questions or queries.

## **Remote learning 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?**

#### **Pupil needs to isolate because someone in their household is symptomatic or tests positive**

Using the Google Classroom, the Class teacher will upload work and resources by 8:00am to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.

If teaching input is required for core lessons, the teacher can either direct the parent and the child to a relevant online taught session. Non-core lessons and resources will be uploaded to the Google Classroom.

#### **The key stage bubble are self-isolating because of a case of coronavirus in their bubble.**

Teachers will schedule a Google Meet meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a reading session per day.

Using the Google Classroom, the Class teacher will upload work and resources by 8:00am to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.

