

Remote Education Provision: Information for Parents.

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

In the event of a local outbreak, the PHE health protection team or Local Authority may advise a school to fully or partially close temporarily to help control transmission.

Rackham (CE) Primary School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain bubbles for a period of time.

The remote curriculum: what is taught to pupils at home

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

Once the school office is notified of an absence due to COVID-19, or in the event of a sudden bubble closure or nation-wide lockdown, they will send home a 2-day isolation plan for the child's phase. This plan will include a short video from their class teacher and a plan covering all the subjects as well as associated resources.

These activities, when complete, can be posted on Seesaw. No exercise books will be taken/sent home. All activities can be completed online. Log-in details have been sent out at the beginning of the year and the learning platform is used frequently by home and school.

Children in certain year groups (years 2, 5 and 6) will have a set of [CGP books](#) to support the practice of reading, grammar, and mathematical skills. These will only be used as directed by teachers during their daily teaching sessions when they may set specific pages for the children to work through. Some books have answers in the back for parents to support the reviewing of completed work.

How can we keep in touch with teachers when working from home?

Parents and teachers will be able to keep in touch with one another through use of the class email addresses which we set up in September. Children are also able to contact teachers via Seesaw with any work-related questions. Depending on the nature of the query, teachers may respond through the class email accounts, email directly from their school email, or respond to parents via telephone or via the school office.

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 have needed to make some adaptations in some subjects. For example, in PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work.

We work hard to ensure Rackham's 'Curious Curriculum' is maintained whether pupils are learning in school or at home and senior leaders monitor the curriculum plans each week to ensure our curriculum remains creative and curious.




"Resilience – Relationships – Reflectiveness – Resourcefulness – Risk Taking."

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 vary for pupil to pupil and from family to family. We are aware that DfE guidance regarding hours per day is challenging for some families, and only ask that all families complete as much as is possible without causing undue stress or anxiety to anyone.

When all pupils are in school, we operate a split break system to keep pupils in year group bubbles. The timings for these vary depending in the year group. Therefore, to maintain simplicity, where there is a partial closure of a year group and a group of pupils are required to isolate under track and trace, we will stick with the specific timetable for that year group, which will be confirmed by email.

Type of Remote Learning			
	Individual Isolation 	Whole Class Bubble Closure 	Whole School Lockdown Closure 
Who is this for?	This is for individual children who can't attend school because a member of their household has tested positive for Covid. (they are a contact).	This is for children whose whole class bubble is having to isolate because they are all contacts of a child or staff member in the class who has tested positive.	This is every child who is unable to attend school because of a nation-wide lockdown.
How will the learning be structured after the initial 2-day period?	<p>As the teacher will still be teaching the rest of the class in school, children will have access to generic daily Reading, Writing and Maths teaching & tasks via:</p> <ul style="list-style-type: none"> • Web tutorials from the National Oak Academy. <p>Class teachers will email families the objectives for the week with any resources that form part of their usual planning.</p>	<p>As the whole class will be working from home, the teacher will teach a special unit of work designed for a two-week bubble closure. It will include daily Reading, Writing and Maths teaching:</p> <ul style="list-style-type: none"> • Video tutorials made by the teacher shared on YouTube and Seesaw • Seesaw activities – Maths, English and Topic. • Daily Live (video Call) feedback sessions in small groups. 	<p>As the whole year group will be absent from school for an extended period, year group teachers will work in teams to support home learning. It will include at least 4 hours a day of learning, including: Reading/ phonics, Writing and Maths lessons & Topic activities (see detailed plans on website):</p> <ul style="list-style-type: none"> • Video tutorials made by the teacher shared on Seesaw and YouTube. • Activities embedded within videos and on Seesaw to prevent the need for printing. • Twice daily live (video call) morning wellbeing check and afternoon feedback session. • Daily Collective worship sessions. • Daily phonics/ Spelling/ Powerful words.

<p>How will my child access the work?</p>	<p>Your child will use the Seesaw app or web-based access to post their work and receive teacher feedback. Your child's teacher will email you the lesson plans and objectives that they are teaching the rest of the class and be available to answer any questions or queries about the work via email or Seesaw.</p>	<p>The teacher will post weekly lesson plans, video links and lesson resources on Seesaw and post the plans on our school website under the Covid, Remote Learning section, found HERE.</p> <p>Your child will access the work through Seesaw and through the links posted on Seesaw. The lesson plans are there for parents and carers to use when supporting their children.</p>	<p>Phase leaders will share a weekly timetable by 5pm on the Friday before. It will include a summary of the work to be completed in the following week.</p> <p>Video lessons will be available to view via Seesaw through links to year group channels on Youtube.</p> <p>The weekly plan will also be located under the Covid, Remote Learning section on our website, found HERE.</p> <p>Your child will access the work through Seesaw and through the links posted on Seesaw. The lesson plans are there for parents and carers to use when supporting their children.</p>
<p>What will the work include?</p>	<ul style="list-style-type: none"> • Daily Maths objectives & Activity. • Daily Writing objectives & Activity. • Daily Phonics/ Reading objectives & Activity. • Numbots/ TTRS activities. • Purple Mash Activities. • Personal Reading. <p>Where families require more work, Oak Academy lessons will be recommended.</p>	<ul style="list-style-type: none"> • Daily 'registration' and 'feedback' zoom with the whole class (15 mins each). • Daily teacher-led Reading video & activities (1 hour). • Daily teacher-led Writing video & activities (1 hour). • Daily teacher led Maths video & activities (1 hour). • Daily Independent reading (20 mins). • Daily Maths Numbots/ TTRS practice(20 mins). 	<ul style="list-style-type: none"> • Daily 'registration' and 'feedback' zoom with the whole class (15 mins each). • Full weekly reading unit, including daily teacher-led Reading teaching video & activities (1 hour). • Full weekly writing unit, incl. daily teacher-led Writing teaching video & activities (1 hour). • Full weekly maths unit, incl. Maths teaching video & activities (1 hour). • Daily Independent reading (20 mins). • Daily Maths Numbots/ TTRS practice (20 mins). • Topic activities (Hist/Geog/Sci/RE) – developed across a number of weeks (1 hour/day). • Weekly 'Funtime Zoom' on a Friday afternoon. Games and fun activities with the class (30 mins).

Whilst it would be our preference for all children to be in school all of the time, the provision we are offering for remote learning is as close to the children being in school as possible. It will still provide children with the knowledge and skills they need to make progress, whilst keeping them engaged and motivated to learn.

How will my child be taught remotely?

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

EYFS and Key Stage One:

- In EYFS and Key Stage One every English and Maths lesson will include a video of the teacher explaining the lesson and task.
- In EYFS, each day will include Maths, Writing and Phonics plus a play and learning based activity for you to join in with.
- In Key Stage One, each day will include Maths, English, spelling or phonics, Whole Class Reading, and a topic related activity plus individual reading. Most English and Maths lessons will have three elements; warm up, main task and plenary.
- PWP for Key Stage One forms part of the daily Whole Class Reading lesson.
- Each recorded video is posted to the year group YouTube channel and the links for these are available on the lesson plans or on Seesaw.
- Activities and resources will stay on Seesaw/Tapestry for two weeks, after that they will be deleted. Work any child has posted during that time is automatically saved.
- The weekly plans are designed for adults to help support their child's learning at home. The plans identify the expectation and learning outcome for each lesson.

Key Stage Two

- Each English and Maths lesson will have a video of the teacher 'teaching' the lesson in school. Most sessions will have videos to cover: warm up, main task and plenary although this number will vary from lesson to lesson. If needed there will be videos for Topic and Reading lessons as well.
- In Key Stage Two each day will consist of English, Maths and a Topic/Foundation subject as well as other activities including: Whole Class reading; Spellings and PWP. These activities are not daily but spread across the week as we do in class.
- Each day the children will be able to listen and follow along to our class reading book.
- Children who are learning at home are a day behind the children at school – to allow for the recording of 'live' lessons in school.
- If the teacher is using the interactive whiteboard as part of the lesson, slides are saved on the day's activity for the lesson. If they have any questions to answer, they will be saved under the 'ADD RESPONSE' on the activity. A help film is provided.
- Each morning an activity with the day's video links will be posted on Seesaw.
- We aim to keep the number of activities to a minimum. All challenges can be seen when you click 'ADD RESPONSE'. Your child is free to choose the pages appropriate to them at this point.
- Activities and resources will stay on Seesaw for two weeks, after that they will be deleted. All work posted will remain.
- Daily plans are a support for parents to use rather than activities for the children and should be used as extra guidance only, we do not expect the children to work from them. Once a routine is established, the children will go straight to Seesaw each day, find the videos and activities and work from these.

What platforms will they use?

Seesaw	Seesaw is already used in school (for Years 1 – 6) and parents have been issued with ‘home learning’ codes. Children are able to post their work onto Seesaw, it can only be accessed by teaching staff. Each Friday a link to the plans for the following week, will be posted on Seesaw. Resources and activities needed for each day will be posted the evening before. This enables children and parents to be able to access everything they need for the day from one platform. Although other platforms are used to enable longer videos to be shared – these can all be accessed from the child’s Seesaw account. Children can use the platform to communicate with their teacher if they need assistance with any of their learning. All links to external websites are posted on Seesaw to negate the need for children to ‘search’ online. Weekly plans can also be found on the school website. Lesson films are saved on phase YouTube channels - accessed via links on planning document (KS1) and Seesaw activities (KS1 and KS2).
Purple Mash	Purple Mash logins were emailed home to parents at the beginning of the school year. Children can access Purple Mash at anytime to supplement their learning. Teams will also set some activities on Purple Mash linked with their learning.
Tapestry	Tapestry is used by EYFS. It is used the same way as Seesaw with links to plans, videos and resources. Parents have all been given a login and have been using Tapestry to communicate any remote learning with their child’s teacher.
Website	The School website has a copies of the plans for each phase/year group. It also has links to additional resources which may be of help to parents.
Youtube	Each phase has their own dedicated YouTube channel where all videos for remote education are posted. Videos are accessed via the links posted in the weekly plans and on daily posts on Seesaw. These videos are ‘unlisted’, so they cannot be accessed without the link on Seesaw. Mrs. Harrison has a Youtube channel where collective worship sessions and story sessions are shared. There is also a whole school Youtube channel which has instructional videos.

How will resources be made available?

- A link to the planning will be posted on Seesaw/Tapestry on a Friday evening so there is time for families to read the lesson plans before Monday.
- All resources and supporting materials required for each week’s plan will be posted on Seesaw/Tapestry the evening before each school day to enable families to prepare in advance if they wish. Resources will no longer be accessible on our Website.
- Video links posted on Seesaw/Tapestry relating to lessons will take children directly to each year group’s YouTube page so children will not need to open YouTube and search for any videos.

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 students may not have suitable online access at home. We have surveyed all of our families about remote devices and by loaning out our Chromebooks, we have ensured that every child has access to a device. Where siblings were having to share, we have ensured they do not need to. If there is an issue with access to a device, please let us know immediately by emailing office@rackham.cambs.sch.uk.

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?

Pupil expectations:

- Staff can expect pupils learning remotely to be contactable during the school day, although it is recognised they will not always be in front of a device the entire time.
- To put in their very best efforts when attempting to complete the work set and do their best to meet any deadlines set by their teachers.
- Seek help from the class teacher in the first instance if they need it. Alert teachers or teaching assistants via Seesaw, Tapestry or the class email.
- To try to attend the twice daily class Zoom calls (we appreciate this may not be possible every session).
- To try their best with their work and be kind and courteous in their posts on Seesaw.
- Listen and join in with our collective worship sessions and consider our school values every day.

Parent expectations:

- Make the school aware if their child is ill or otherwise can't complete work, by email to the school office.
- To communicate with your child's class teacher regarding any problems with work or their child's ability to access the learning.
- If their child is struggling to engage to communicate and work with the school to put support in place.
- Be respectful when making any complaints or concerns known to staff.
- Provide support for your children by:
 - Establishing routines and expectations.
 - Defining a space for your child to work in.
 - Monitoring communications from teachers.
 - Beginning and ending each day with a check-in.
 - Taking an active role in helping your children process their learning.
 - Encouraging physical activity and/or exercise.

- Checking in with your child regularly to help them manage stress.
- Monitoring how much time your child is spending online.
- Keeping your children social but setting rules around their social media interactions.
- Seeking out and communicating with school staff as different needs arise.

If your child is ill, they must take the time to rest and recover and are not expected to work from home. Please notify teachers via the class email so that they are aware that children will not be able to engage with their learning.

Establishing routines:

- We appreciate that many parents are working from home and that it is not always possible to follow a 'normal' day, however, we recommend establishing a routine which works for you early on – it can help children to have a visual timetable of their day. Some children like to cross off each activity as they complete it to show how they are moving through the timetable. If possible, please establish a quiet place away from distractions for your child to work. If children are sharing devices a timetable of who needs it when can help keep everyone on track and take away frustrations.
- In between the remote lessons, it is important that students get up and move around. From the first day you will need to establish routines and expectations.
- We believe the scheduled morning and afternoon Zoom registrations will help give structure to the day. It is important that you set these expectations as soon as remote learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.
- The weekly plans lay-out clearly the expectations for the day and the amount of time which should be spent on each area. In school we often find that teaching English and Maths in the morning is more effective as the children are more focussed. Ensuring regular movement and screen breaks and plenty to drink can help maintain concentration.
- Key Stage One children are given three hours of learning a day, this is increased to four hours a day for Key Stage Two children. In a home learning situation this can seem excessive, however, teachers have provided videos and differentiated resources to support this.

Wellbeing:

Being confined to home for an extended period can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with demanding situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation will not last for long.

- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the garden or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to stay in touch with family members and friends via telephone, email or social media (where appropriate).
- Utilise our Family support team in school by emailing ismith@rackham.cambs.sch.uk and make sure your children know how to access the pupil support service from our pastoral team.
- Listen to our Rackham Family Playlist when you or your children are feeling down.

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

All work is submitted on Seesaw/Tapestry where teachers can monitor individual children throughout the school day and record on a class overview those children who are not engaging with the set activities. Seesaw enables teachers to see the last time a child logged in to view set tasks. Children's individual journals on Seesaw/Tapestry are used for all submitted work. The calendar and student journal functions also allow teachers to monitor how regularly children are posting working.

Teachers, in the first instance, will send a friendly email to parents if there are concerns regarding engagement or work being produced/submitted. If there is no response to this initial email, then a telephone call will be made. Attempts to contact parents and resulting updates will be logged by our pastoral and leadership teams. If after these actions, parents continue to be disengaged, the school's Family Liaison Officer will attempt to contact the family and offer some more structured support. If contact is still not made, the DDSL and DSL will follow the school's Safeguarding Procedure.

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:

- All posts on Seesaw/Tapestry will be approved by the teacher or sent back for the child to edit if further work is required.
- Every post will be acknowledged by teachers. This may be in the form of a 'like', a brief comment (written or verbal) or marked against lesson learning objective.
- All children will receive at least 3 personalised feedback comments a week.
- Whole class feedback may happen in one of the twice daily Zoom calls if appropriate.
- Teachers will use student responses to work to provide formative assessment and guide further planning and activities.

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 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 and pressure this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Communication with Class Teachers and SEND Team.
- Children with EHCP are given the option of their child attending school full-time to work with their 1:1 TA.
- Where parents decide not to send their child to school, the class teacher will ensure that work of an appropriate level is sent home.
- SEND Team will liaise with parents to ensure that adequate technology is available to support their child's learning.
- 1:1 Teaching Assistants will liaise with parents and deliver additional Zoom calls to work 1:1 and deliver interventions as appropriate.
- All children with an EHCP will have a Risk Assessment and communications will be logged to aid the completion of Section M.
- Signposting to additional support sites if needed.

Safeguarding during remote learning

How do I keep my child safe whilst accessing remote learning?

Parents need to make sure that children are supervised whilst using the internet to ensure that they are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe (remind them of the [SMART rules](#)).

It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time.