



REMOTE LEARNING OFFER

Information for parents

Revised 19th January 2021

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 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 two or three days 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 two or three days of pupils being sent home?

All children will have immediate access to our online Google Classroom. Your child/ren will be set, and have access to a 'Get-going' page on our school website, which will have instructions and activities to complete, while the online remote learning provision is fully set up. There will be activities set, which will include links to the nationally approved web site, Oak National Academy, as well as other activities added to our web page for the children to ensure they have a minimum of 4 hours online learning each day.

Most of these activities will be open-ended tasks, which include teacher-led, pre-recorded lessons and this work should be turned in by the end of the set period. Staff will check that work is being complete, but will not mark or comment on the work, as they will be preparing and uploading their own pre-recorded lessons, timetabling interventions, organising dates and times for live meetings and arranging for extra resources for SEND and/or home learning.

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?

After the initial two or three days, every effort will be made by the teaching staff to provide a broad and balanced curriculum in-line with the current curriculum and timetable where possible. Home learning is not the same as school and parents will not have the same resources available for all of the children, so some adaptations will be necessary for some subjects. For example, science or design and technology, considerations and/or variations may needed for some of these lessons because of the lack of equipment or resources available to complete them.

Remote teaching and study time each day

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

<p>We expect that remote education (including remote teaching and independent work) will take pupils approximately the following number of hours each day (dependent on children's ability and/or special educational needs): Primary school-aged pupils</p>	<p>After the initial few days and in line with government guidelines, teaching staff will be planning and providing a minimum of 4 hours learning each day.</p> <p>Year groups will upload a suggested weekly/daily timetable and all children will be expected to register as they do in school.</p> <p>Should parents find that children are completing work within four hours, there are lots of further activities provided on the 'Get Going' page, on our website to ensure that children are engaging in the required amount of learning time.</p> <p>Teachers will also be providing remote learning activities that do not necessarily need dedicated screen time. Lessons outside of the core curriculum being provided include; physical education (PE), PSHE, art, geography, history, science, faith and philosophy, music and French. Generally, our provision will supersede the four hour expectation, but parents should feel pressure to complete the extra work that has been set. Parents should prioritise core curriculum work and work that has been identified as needing to be handed in.</p> <p><u>Important information</u> Please note, teachers are entitled a lunch break (between 12.10 -1.10pm) and morning break and will not be commenting or responding to classwork or stream comments during that time.</p> <p>In addition, the statutory requirement for PPA (Planning, Preparation and Assessment) for all teaching staff, will be taking place on Thursday afternoon and therefore teachers will again not be available to comment or responds to work and comments throughout the afternoon.</p>
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Accessing remote education

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

We are using a blended approach to our online remote education package, mainly through the use of Google Classroom and Google Meets.

We will be providing the majority of lessons as prerecorded and/or video lessons to limit the pressure on children requiring computing equipment at the same time that parents may need to be working. There will also be live sessions through Google Meets, where teaching staff will meet groups of children to introduce and go through the weekly timetable and activities, carry out class and school assembly meetings, as well as carry out live intervention sessions. These will be live, time linked and unrecorded, so should they miss these sessions, they will not be able to catch up with them. A letter will be sent to parents of children who are invited to join the live intervention sessions to advise of day and time.

For those children not attending school, there will also be phone contact made to ensure that families are accessing activities, checking whether paper packs of work need to be created, or if any additional support is required. You will be informed of the regularity of these phone calls.

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:

We are able to provide some chrome books to families through a loan scheme. Priority will be given to disadvantaged and vulnerable families and those who have free school meals. Should there be concerns or issues with your home internet connection, the government are providing some support with this through their website, for disadvantaged families. The link to find out more about this; <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>.

Critical worker, disadvantaged and vulnerable children who have decided not to take a school place will be contacted first. After that, children who have been unable to fully access the online provision, will be contacted to see if they require additional equipment. Paper copies of work can be collected at the office, if no other solution can be found. Parents will need to contact their class teacher and give notice in order for this to be prepared.

How will my child be taught remotely?

Following feedback and in order to reduce the weight of demand for multiple use of devices, we have decided to use a blended approach to providing online remote learning to our pupils:

Children will be provided with:

- Live lessons (for some lessons)
- Live assembly weekly
- Live welcome meeting on Monday at 9.10am
- pre-recorded teaching with a year group member of the teaching staff (online lessons)
- loom video recorded lessons (e.g. White Rose Maths lessons and Mathletics)
- Loom Head Teacher celebration assembly on Friday.
- printed paper packs can be produced by teachers, which could include the handwriting, spelling, grammar, worksheets and any materials that parents may have requested from the school
- additional websites and nationally supported online learning provision, such as Oak National Academy, TTRS, Spelling Shed and Mathletics
- long-term project /topic work and/or internet research activities (web sites will usually be provided for these to try to ensure our e-safety provision)
- All TA intervention is taught live via Google Meets.
- Group teachers and Catch up teacher teach live, targeting SEND /Support children in Google Meets.

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?

- We expect the children to complete the minimum of four hours of learning per day
- Some work is set, as in class, to complete independently.
- We expect the children to register every morning of the closure, between 9 and 9.30am
- We expect the children (and/or families) to communicate any difficulties to the teaching staff (via Google Classroom, email, telephone to the school) so that we can tackle any difficulties in a timely manner
- We expect children to watch all recorded lessons and videos, listen and/or read instructions carefully so that they can complete their work as independently as possible
- We expect the children to turn in their work as requested in the instructions and instructional videos are on our website for children to be able to do this independently
- We expect children taking part in the live assemblies and intervention lessons to respond in a polite and respectful way
- We expect children to request help, or assistance via Google Classroom and would **respectfully ask parents not to comment in the classroom area**. Should more support be required, parents may use email to communicate with the teaching team.

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

- Teaching staff will be present in Google Classroom every day between 9am and 4pm. The register will be checked and follow-up phone calls will be made to find out why a child may not have registered
- Although they may not comment on every piece of work, teaching staff will check through the children's work every day – checking for the delivery of the work, hand in of work, any questions and any queries or problems to do with the work set
- Teaching staff will contact the family of a child if there is little or no interaction with the work to check whether the child and/or family are finding things difficult to see if there is support that can be offered or equipment that may be needed
- **What is a comment?** Teachers /TA will try to acknowledge every piece of work that is handed in. An emoji and short comment will be made.
- **What is deep marking?** Deep marking will be done weekly for 1 x Maths, 1 x English. 1 x foundation subject and will have a positive comment, dojos and possible tips/comments on ways to improve.

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:

- Core subjects (English and maths) will be formally commented on at least once during per week, although more informal comments and/or questions may be answered more often than this.
- One piece of topic work will be deep marked per week, although more informal comments and/or questions may be answered more often than this
- Independent work will be set throughout an extended lockdown period, where the children will be set assessment pieces of work that will need to be completed independently. The assessment work will consist of writing, reading and maths and instructions and details will be given to children and parents to indicate which piece of work, or week this is taking place
- Specific assessment weeks will be identified and the children and parents will be alerted to these before they happen. **Independent work will be expected - with no help from parents for these specific tasks and for writing tasks**, these will be expected to be hand-written.
- There may be other ways of collating assessment information, for example questionnaires, quizzes and the like. The children will informed of these within their classroom area. These should all be completed independently.

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 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:

- Children with an EHCP will be invited to attend school
- Online remote learning activities and instructions will be differentiated for a particular child's needs and, on occasion, may be different to the work the rest of the class is completing
- Children, who are on a SEND provision map will be contacted daily to check their understanding of the work and try to ensure that they are able to tackle it as independently as possible
- Intervention sessions will be carried out through Google Meets live lessons to provide support in core subjects
- Live drop-in sessions have been made available in some year groups and other year groups have targeted children with specific needs to join a 'group room' in Google Classroom. This group room is by invitation only and is run by the group support or Catch up teacher.
- LIVE intervention groups will continue, as closely as possible to school. TAs and supports staff will contact pupils and parents directly to inform them of the time and day that their intervention is taking place. The list of intervention covers all areas of maths and English such as spelling, guided comprehension and Number Sense maths support.

Parental expectations

What are your expectations of me, as a parent/carer at home, during a stage 2 or 3 lockdown?

- It is expected that parents will communicate in a polite and respectful manner – especially where there may be difficulties accessing Google Classroom using a variety of different types of hardware and software. There will be teething problems and we will work together to find avenues to overcome these given sufficient time
- We have made available a vast array of 'How to...' videos on our website, please look to those for guidance before contacting the class teacher
- Please let us know if links or access to tasks fail to work for you in a timely manner and we will try and rectify the problem with you
- **Please refrain from unnecessary comments or threats verbally or via social media (such as WhatsApp groups or Facebook pages), we are keen to work through any problems you have in a collaborative and professional manner**

Remote education for self-isolating pupils

Where individual pupils need to self-isolate (stage 1) 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 those children and families that are self-isolating, whilst the vast majority attend school, the Get Going page and activities will be used. The children will be expected to join in with the nationally approved Oak National Academy scheduled weekly lessons, to ensure that learning is taking place. They will also have access to the Get Going page on the web site, which includes other activities relating to Wellbeing and 'Activities for fun' and the expectation is that they will choose one of those activities per week to also complete. Guidance is on the website.

The levels of support and marking will be different, as teaching staff will continue to be teaching in school. The teaching staff will make contact with the child/home at least once during the closure to check how lessons and health is progressing.