

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 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 the whole period of the remote teaching. We will send out a mini project to complete if this is the case.

Remote Learning in the Reception classroom

Children in reception follow a different curriculum than the children in Year 1 and 2. Because of this their remote learning will also be slightly different. Tapestry will be used by the teachers to upload work for the children to complete and also as a communication tool to keep in touch with parents and children. A timetable will be provided with links for the children to access their learning and there will be daily lessons (see below). It is expected that the children would spend no more than 30 minutes on each activity with regular breaks in between. The teachers will also upload some fun and interactive activities/challenges for the children to do and this will be linked to our learning time portion of the day where they children get to play and practice the skills they have been learning.

- Phonics lesson – phonics play
- maths lesson –Whiterose/Oak Academy
- handwriting –schools programme
- Reading practice – Oxford Owl
- Literacy/ Sentence creation and High Frequency word flashcards – Oak academy and schools own programme

The focus in reception is to develop the children's early reading, writing and mathematics skills. It is these areas that will be our focus during remote learning.

Remote Learning in Year 1 and Year 2 Classrooms

Remote education will come in the form of a timetable complete with links for the children to access their learning. There will be daily

- Phonics lesson
- Literacy lesson
- Maths lesson
- a foundation subject lesson
- a focus for the day's handwriting practice
- reading practice, including high frequency word flashcards
- daily spellings

The plan is designed to ensure the children complete the learning they would have been having if they were in the classroom. All timetables with links are based on the planning the teachers had created for their year group that week. This is in order to try and ensure children do not lose anymore learning time.

Primarily remote learning will include online resources. This is because it is familiar to the children and/or the online learning we are using includes a teacher working alongside them, giving inputs and visuals using flipcharts so learning can be moved on. This is exactly what would be happening if the children were being taught in the classroom. This also ensures that parents working from home can have their children working alongside them and still get on with their own work. With all other forms of home learning for Infants we feel an adult has to be there to support them or teach them in person. This would make it difficult for parents to continue working from home while their children are not at school.

Primarily we will be using

- Phonics Play
- Oak Academy – Government online learning portal with teacher on screen
- White Rose Maths
- Oxford Owls Reading
- Jolly Phonics Reading

If the whole class are learning from home we are also hoping to have a set time when they can all go on to O365 Teams (we will set up accounts and send links) to have a story with the teacher and for them to touch base as a group.

We will ask you to upload the children's work from the day using photographs and the Office 365 accounts. Teachers can then look at work and send feedback for the children. This ensures their learning is being matched to their changing needs.

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, some Foundation subjects due to the resources available to us.

Remote teaching and study time each day

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

Sessions for children in Reception are planned to be around 30 minutes and then have breaks in between – see explanation above for more information. Three hours of learning is expected.

For Year 1 and Year 2 we expect that remote education (including remote teaching and independent work) will take pupils approximately 3-4 hours per day. This matches the time they would have been undertaking key new learning and practice in school

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|--------------------------------------|------------|
| • Phonics | 20 mins |
| • Literacy | 50 mins |
| • Maths | 50 mins |
| • Foundation | 40 mins |
| • Spelling | 10 mins |
| • Reading | 20 mins |
| • Engaging with Class Teacher online | 20-30 mins |

Accessing remote education

Our online remote education will be provided using Office 365. This is a system which is used in school already.

Each child will have their own account with their own username and password. These will be sent out to you.

This system allows us to set work and share it with you. It also provides a means of parents being able to share their children's learning with us so we can give children the feedback they would have been receiving in school.

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 have not been provided with laptops to lend children but we will endeavour to support with our current school use stocks if possible
- We have no current means of supporting internet access
- Printed materials will be made available for collection where appropriate and weekly drop offs of work completed will be expected. Support will be given with this where possible

How will my child be taught remotely?

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

- live interaction with the teacher (mental health and well-being, and story time)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

The government are saying that children must complete their remote learning when not in school. They have tasked schools with checking in to ensure that this is happening.

Our expectations of children are:

- they should complete the learning set each day – *if they are unwell please inform the school office in the usual way so we do not search for that day's learning.*
- They should try their best and do their best work as if they were in school

Our expectations of parents are:

- Set a clear daily routine
 - use the provided timetable if it helps so they can tick them off or colour them in when they are completed
- set up a school work station away from any distractions – e.g. no TV
 - table, chair, writing and recording materials, books etc
 - access to an online device
- to set them off on each lesson and answer questions if they arise
- encourage their children to remain on task and concentrate
- return work for teachers to see at the end of each day

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

- Engagement in learning will be checked by class teachers every day using O365
- A school adult will ring and check on each child once a week/fortnight (depending on current staff capacity)
- If engagement is a concern, we will arrange an urgent meeting with parents to find out why engagement is low and to problem solve to improve this engagement

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:

- Adult comments, ✓ for things done well and ? for to work on next time
- Feedback will be daily

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:

- For SEND children learning will be suited to current attainment and next steps. This may mean using learning from other year groups or varying resources
- Our children are very young and being online will be difficult for some. We will endeavour to include games and practical work so they are not always online. As far as possible we will provide practical resources, e.g. high frequency word flashcards, reading books, games to play

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?

Our timetables for remote learning will be closely matched to what would be occurring in the classrooms as far as possible. The online approaches being used would have the same learning outcomes as far as possible even in the context and resources being used are slightly different. It is designed to ensure that when they return to school they can seamlessly slot back in to where their class currently is.

Work would still be expected to be sent back daily and daily feedback would be given by a school adult. As teachers will be teaching all day, this may be from support staff.

Appendix A: Timetable Format

Week XX

Year Group XX

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics					
Literacy					
Maths					
Foundation					
Handwriting					
Spelling Practice					
Class teacher time					