

REMOTE LEARNING AT OUR SCHOOL

January 2021

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 a longer period of remote teaching.

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

- The initial pack may be paper based or online through Seesaw or Tapestry and will be work that staff had prepared for children in the coming days. This will be supplemented by daily work posted on Seesaw or Tapestry.

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, Art, Music, PE, Science where children would need to use equipment and materials not usually found in the home.
- All classes will cover the key skills learning we have identified for their year groups.

Remote teaching each day

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

We expect that remote education will take pupils broadly 2-4 hours each day, depending on the child's age and the curriculum areas being covered that day. This will not all be screen time; we do encourage the children to work independently whenever possible. Children are expected to spend some time each day reading either independently or with a parent or sibling as they would if they were in school.

Accessing remote education

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

The teachers will post teaching activities and work for each day on Seesaw or Tapestry. This learning may include:

- Videos to explain learning, either produced by staff for from a recommended learning website, such as, The Oak Academy and BBC Education
- Paper based worksheets and tasks
- Independent research tasks, pieces of work or projects
- Live Zoom lessons
- Teacher's recorded lessons

Work that is to be completed should be sent back electronically (photographed and/or posted on Seesaw/Tapestry). The work should be sent back each day as these pieces of work help the teachers to teach and set work to meet children's current learning needs.

Routine daily learning activities will also be posted on Seesaw/Tapestry, these may include: teacher's recorded phonics lessons, phonics videos, spelling work and a class story/book. It is important that children keep up with these lessons and practises to embed their learning and to keep them engaged with the learning in their class.

We have also created Sumdog spelling and maths practice and assessments, which need to be carried out daily. Their individual progress with this is monitored and new challenges set accordingly.

Some children with additional needs will have logins to Nessy - daily work to help with spelling catch up.

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 aim to help every family to the required devices to enable them to carry out the work and engage in live lessons.

- School can print paper copies of some of the work. This must be collected/delivered at the start of each week. However, this in no way can replace the teaching that will take place online and the activities may not reflect changes that may be made in response to individual lessons.

- The school have a small number of devices that can be loaned for home learning. Please contact Mrs McCalmont if you wish to borrow a device.
- The Dfe also offers help with data and internet connection. Please contact Mrs McCalmont if you need help with this.

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers BBC video, YouTube podcasts)
- Electronic or paper packs produced by teachers (e.g. workbooks, worksheets) available to download if required.
- Reading books pupils have at home. Oxford Owl reading scheme for KS1 online
- Sumdog spelling and maths for KS2 including games and competitions
- Live English teaching lessons with authors and writers through Teachinglive for Y5 & 6
- Blogging – KS2
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities to support Topic work that would be covered in school.
- Live Zoom teaching sessions – daily phonics for EYFS and KS1 and subject sessions for KS2 – including chess in school

Engagement and feedback

What does school expect children to do each day, what support should we as parents and carers provide at home?

- To enable children to make continued progress whilst working at home, it is important that children engage with remote education every school day.
- The amount of parental support will vary according to the age of the child. Children in Y5 and 6 may need some time to talk about their learning but should be mainly independent. Other KS2 children may need some support to get them going. Pupils from KS1 and EYFS will need encouragement, discussion and support. All children will benefit by you setting routines or a daily timetable to support your child's education and you can communicate with the class teacher via email or through the learning platform – Seesaw/Tapestry.
- Teachers will expect children's work to be submitted on Seesaw or Tapestry. Most children in KS2 can do this independently – they have been doing this with

homework for some time. KS1 children may need some help in posting work to be marked.

- Teachers will provide feedback on much of the work completed. There may be some improvements to be made and work may be sent back for children to act on the comments.

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

- Classroom staff will be monitoring Seesaw/Tapestry across the day, to answer questions, support learning and give feedback
- If parents and carers are not engaging with Seesaw/Tapestry or contacting the school, the Class teacher or Head teacher will contact parents directly. This is a supportive role to ensure learning can be achieved.

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 main approach to feeding back on pupil work is as follows:

- Comments on Seesaw/Tapestry about work achieved
- Phone/video/Zoom calls to support children
- Work returned with written comments

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

- Work will be individually differentiated to meet the current needs of the children, including using different recorded teaching
- Work will be printed for children who find reading from a screen more difficult, some resources will be adapted to meet specific needs

- Some children will benefit from virtual contact with staff to support learning, confidence, motivation or to undertake social and emotional interventions or therapy

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education will be provided to limit the potential gap in learning. This work will mirror the work undertaken in class, as much as possible. This will be different from the approach when whole 'Bubbles' are isolating. 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?

- When a small number of children are isolating but the remaining class are in school, the work set will reflect the sequence of work the main body of children are covering
- Classroom staff will not be able to react to questions and queries on Seesaw/Tapestry as quickly as they will have a teaching commitment
- Some work will be modified for completion at home
- Parents and carers will need to support children's home learning
- Short videos of classroom work may be provided when appropriate.