



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 document.

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

- ✓ If your child is in school at the time remote learning must start, they will be sent home with a pack of paper-based work.
- ✓ If your child is at home when remote learning becomes necessary, a family or friend who does not live in the household may collect the paper-based pack.
- ✓ In the case of a national lockdown, parents should initially follow our advice on generic learning ideas (see Appendix A) which will benefit children of all ages. You will quickly receive an email from your child's classteacher with a timetable and links to learning videos and resources. Teachers in Junior classes are now accessing Google Classroom successfully to set and respond to work.

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?

- ✓ If your child is isolating due to a case of Covid in your household, your child will be sent work broadly in line with the work children are completing in school but not exactly the same. Once your child returns to school, as with all periods of absence, teachers and TAs will ensure that your child is given additional attention enabling them to catch up with their peers.
- ✓ If the class or year group is isolating, or if we enter a national period of school closures, 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, children in school will access the available resources, such as the all-weather sports track while children at home may follow Joe Wicks.

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 take pupils approximately four hours per day with a priority given to maths, reading/phonics and writing.

We understand that everyone's timetable and work commitments differ, however here are some example timetables for you to follow at home should you wish to do so.

Time	Activity: Year 1-6	Activity: EYFS
7.30am	Wake up	Wake up
8.00am	Breakfast	Breakfast
9.00am	Physical Challenge	Physical Challenge
9.30-10.30am	Maths	English
10.30-11.00am	Break, snack and a drink of water Spend some time outside or sharing stories	Break, snack and a drink of water Spend some time outside or sharing stories
11.00-12.00pm	English	Maths
12.00-1.00pm	Lunch	Lunch
1.00pm – 3.00pm	Choose an activity from foundation subjects: Science RE Spanish Humanities (history & geography) Art Music	Choose an activity from the other areas of learning: Communication and Language Physical Development Personal, Social and Emotional Development Understanding the World Expressive Arts and Design

Accessing remote learning

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

- ✓ In the Infants, teachers will email parents with a weekly plan of online learning. This plan will contain a daily timetable of lessons; links to resources (including teaching clips); and attachments if needed.
- ✓ In the Juniors, teachers will set work on Google Classroom.

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:

- ✓ Our survey told us that most parents in our school have access to a mobile device and internet connection. All our lessons are accessible via a mobile device and learning activities can be viewed on screen and completed using pencil and paper.
- ✓ Where possible, we will lend families digital devices, however the school has a very small supply. The school is continually trying to source additional devices through all known schemes and more devices are expected from a government level at the beginning of February 2021.
- ✓ Parents have been invited to inform the school if they do not have access to the internet. The school will ensure eligible families are aware of options available at the time, for example applications for routers or increased mobile data.
- ✓ Paper resources will be provided on request.
- ✓ In exceptional circumstances, completed work can be brought to school. It will then be quarantined for seventy-hours before marking.

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)
- ✓ 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
- ✓ occasional project work and/or internet research activities

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 children to complete the set work daily and to the same standard as in school. Each child should ask – Am I proud of my work and would my teacher be pleased with my work today?
- ✓ Work should be completed in the order given.
- ✓ If there are difficulties completing work due to home circumstances on a particular day, every effort should be made to catch up at a better time.
- ✓ Parents should support their children's learning by offering support and encouragement. Parents should also provide a quiet place to work and the correct equipment.

We realise that these circumstances will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, any deadlines set for pupils will be recommendations to ensure they can continue their learning. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:

- ✓ Infant teachers will share teaching and activities with pupils via Purple Mash and parents via email. Junior teachers will share via Google Classroom.
- ✓ Continue teaching in line with current, extensive planning that is already in place throughout the school;
- ✓ Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- ✓ Keep in contact with children with fortnightly phonecalls;
- ✓ Reply to messages and emails, set work and give feedback on activities during the

- normal teaching hours 9.00 am – 3:30pm;
- ✓ Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways
 - ✓ Take regular breaks away from the computer or tablet / iPad to engage in other professional duties as much as circumstances allow e.g. Curriculum Development;
 - ✓ If unwell themselves, be covered by another staff member where possible for the sharing of activities. Follow up of messages during this time may not be undertaken until the teacher is fit to work.

Children will:

- ✓ Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- ✓ Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- ✓ Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- ✓ Read daily, either independently or with an adult;
- ✓ Consider using their time to learn a new skill (See Appendix A), follow their own interests to discover more about the world around us or just be creative.
- ✓ Use our Apps, such as Times Table Rockstars and Spelling Shed to further their learning.

Parents will:

- ✓ Support their child's learning to the best of their ability;
- ✓ Encourage their child to access and engage with Purple Mash and work communicated via email and Google Classroom;
- ✓ Refrain from screenshotting or copying any information, messages or posts to share on social media and other platforms
- ✓ Know they can continue to contact their class teacher as normal if they require support of any kind;
- ✓ Check their child's completed work each day and encourage the progress that is being made;
- ✓ Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;
- ✓ Respect our teaching staff both directly in conversation and indirectly, for example, on social media, recognising that staff are working under challenging circumstances and have their own family challenges to manage at this time.

N.B. To ensure compliance with Copyright and other relevant laws, printed materials provided by the school for the purpose of your child's home-learning must only be used by you and your child for that purpose and must not be used or distributed by you for any other reason. The school will not take responsibility for any breach by you of Copyright Law.

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

Home learning is tricky for all concerned, but at the centre of it all is your child who will enjoy the most success if school and home work in partnership. For this reason:

- ✓ Parents should mark question-based work where possible using answer sheets given as this ensures children receive daily feedback before they start the next day's work.
- ✓ Concerns should be reported to the classteacher via email.
- ✓ Parents can reward their children's good work using Class Charts.
- ✓ In the Infants, written work should be submitted via email. In the Juniors, via Google Classrooms.
- ✓ Teachers will aim to respond to emails on the same day and within 48 hours.
- ✓ Feedback on written work will be given weekly.

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:

- ✓ Teachers may ask children to complete quizzes which will assess their understanding.
- ✓ Written work will be returned to children via email or Purple Mash (infants) or Google Classroom.
- ✓ Teachers will make contact with parents fortnightly to discuss children's well-being, engagement and progress. The call may be made from a withheld number.

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:

- ✓ offering all children with 1:1 support or an EHCP a place in school
- ✓ securing access to devices and data in line with eligibility

- ✓ working with other agencies to ensure the family receives holistic support
- ✓ maintaining close contact with the family and child
- ✓ Maintaining realistic expectations
- ✓ Ensuring that the return to school is carefully planned
- ✓ Ensuring that planned appointments take place wherever possible, including via Team/Zoom.

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?

- ✓ Children will be given a paper pack containing ten days work
- ✓ The pack will contain Maths and English work as well as work in the foundation subjects
- ✓ Teachers will mark work submitted by email
- ✓ Teachers will contact families by phone or email to check on the child's health and progress

Appendix A

Mrs James's ideas for learning without even knowing it!

Find some time to focus on the basics and activities that we always wish we had time to do. Here are some suggestions:

- **Read!** I know I go on about it all the time, but one of the greatest gifts you can give your children is a love of books. Spend time reading to them. Some of my happiest memories are reading with my children. Remember, children who read more will know more and achieve more.
- **Teach your children how to tell the time:** If every child in the school came back to school able to tell the time, our teachers would be very happy indeed. Ironically, there never seems to be enough time to teach children how to tell the time. For younger children, keep it simple by learning how to read a clock face at o'clock; quarter past; half past; and quarter to the hour. Older children (or when they are ready) can then learn to tell the time at five-minute intervals and eventually they will be able to tell the time to the minute. After that they can progress to learning the 24-hour clock and even learn how to read timetables, etc.
- **Develop fine motor skills:** there is a lot of research to suggest that children today struggle to write neatly and complete certain tasks because they spend so much time swiping and pressing electronic devices. As such, they don't build up important muscles in their hands. Simple activities, such as playing with sand and play dough; cutting out; threading beads onto string; building Lego; and drawing and painting all help develop fine motor skills. Here is Mrs Roughley's and Miss Percy's recipe for home-made play-dough which should be made by an adult: *2 cups of flour; 1 cup of salt; 1 tablespoon of cream of tartare; 2 dessert spoons of oil food colouring; glitter (optional) and 2 cups of boiling water. Mix and allow to cool. It will last for about a week in an air-tight container. DO NOT EAT!*
- **Gross motor skills:** if you have the room, teach your child to throw and catch with increasing accuracy. You can even set up pots and pans for your child to try and throw something into. It may even be possible to teach your child how to ride a bike or skip with a rope.

- **Cooking:** Making meals is a perfect time to develop fine motor skills and maths skills. For example, cutting sandwiches into halves, then quarters, then eighths; or measuring out ingredients.
- **Write:** Encourage your child to write letters to relatives, their friends or teachers. A letter through the post brightens up a day.
- **Play board games:** Children love them and we rarely have time when in our normal routine. There are loads of fabulous games, such as Snakes and Ladders; Ludo; Monopoly and cards. The current favourites in the James household are Cluedo and Exploding Kittens.
- **Money:** Set up shop. Setting up a little shop with prices for different items is a great way of teaching your child about money. They can be shop keeper or customer learning how to add up the cost of the items and give change. If you have notes and coins around the house you can even create a little till, and if you have not got any real money just pretend. It is all great fun; they won't even know they are learning.
- **Direction:** An important part of maths is learning to rotate shapes. In order to do this, children need to be able to visualise a quarter turn (90°); a half turn (180°); a three-quarter turn (270°); and a full turn or revolution (360°) in a clockwise and anti-clockwise direction. This is great fun to do practically. You can even add in compass directions, e.g. If you are facing north and turn 180° clockwise; which direction are you facing? You will be amazed how much they enjoy this.
- **Watching TV:** We all need a rest at times. Allowing our children time to watch TV provides the perfect opportunity for parents to do what they need to do. However, try to control what they are watching as some of the stuff they love (my children included) is mindless rubbish. During the school day, encourage them to watch documentaries, such as Blue Planet, Countryfile and In the Factory, which will introduce your child to new learning and vocabulary.



Children's Online Code of Conduct

Children should:

- Look at your timetable so you know what work you need to complete and where you will find it. Most work will be set in Google Classrooms.
- Make sure your parents know when you are going online;
- Login to Google Classroom to access your work. All work for the Google Classroom lesson will be posted there.
- Always be kind and respectful when sending messages to other children or teachers;
- Be safe when using the Internet - **if you are unsure or feel uncomfortable, tell a trusted adult;**
- When submitting work, follow the instructions of your teacher. This might be in the form of a photo or video, or could be written work submitted via Google Docs or Slides
- If you are struggling, please ask your parents for help and/or send your teacher a message;

Children should never:

- All messages sent should be about your work;
- Send anyone a message which is not kind and honest;
- Use inappropriate language in a message;
- Comment on a classroom's stream unless being asked to do so by a teacher;
- Use any other person's work or copy and paste information that is not your own;
- Share content from Google Classroom on social media.

Remember the same rules apply in our virtual Google Classroom as in your own.



