

Information About Remote Learning

The remote curriculum: what is taught to children at home

The first day of being taught 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 children being sent home?

Day 1 of remote learning

On day one of your child not being in school, please use the school **website page 'Home Learning'**.

Suggested timetables/activities:

Early Years

Do any of the following:

- Reading – share a book with your child, Reading Eggs, CBeebies Story time
- Mark making/writing-explore with paper and pencil, colouring
- Counting e.g. use toys, pasta ...
- Construction e.g. lego ...
- Creative e.g. playdough
- Physical activities e.g. Boogie beebies, Cosmic Yoga ...

Key Stage 1

Maths	30-45 minutes	ttrockstars, mymaths or choose a BBC Bitesize geometry lesson (bbc.co.uk/bitesize)
English writing	30-45 minutes	Choose a BBC Bitesize English lesson
English reading	30-45 minutes	Read your school reading book, Reading Eggs
Foundation	30-60 minutes	Choose activities or lessons from BBC Bitesize History, Geography and Science

Key Stage 2

Maths	30-60 minutes	ttrockstars, mymaths
English writing	30-60 minutes	Choose an activity from BBC Bitesize (bbc.co.uk/bitesize)
English reading	30-60 minutes	Read your school reading book, Reading Eggs or ReadTheory
Foundation	30-90 minutes	Choose activities or lessons from BBC Bitesize History, Geography, Science....

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?

Work will be set on **Teams** in line with what the children are covering 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, the PE and music curricula are different due to the equipment required and so activities for these subjects have been adapted.

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 children in EYFS and KS1 broadly **three hours each day** and children in KS2 broadly **four hours each day**.

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

We set work using the **Teams**, which all children have individual log in details for. Children will also use Teams for joining daily class meetings and assemblies.

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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- We have some laptops and tablets to lend to children for the duration of the lockdown. If your child does not have use of a device, please contact the school office.
- We are able to issue SIM cards for certain devices that will enable more data if parents require it. Contact the school office for more information.
- Printed materials can also be provided – ask by calling the school office. This work can be returned to school for teachers to assess.

How will my child be taught remotely?

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

- Some recorded teaching
- Some voice notes on Teams to give instructions.
- Some live support tutorials
- Printed paper packs produced by teachers if needed
- <https://trockstars.com>
- <https://www.mymaths.co.uk>
- www.readingeggs.co.uk
- <https://readtheory.org>

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children should log on to Teams each morning for their class meeting:

- EYFS at 9.00am
- KS1 at 9.15am
- LJ at 9.30am
- UJ at 9.45am

Teachers will explain work for the day, give feedback on the previous day's work and make sure that everyone knows what work needs to be uploaded and how. Children might also receive individual feedback through messages on Teams.

Just as in school, our rules are - be ready, be respectful and be safe:

- Being ready means being up, dressed and on time with all the necessary equipment.
- Being respectful means only using the chat for kind words and when they have been asked to.
- Being safe means not sharing personal information, reporting anything that makes them feel unsafe and taking regular screen breaks.

Children will be supported with new learning and have opportunities to practice things that they have already learned and so should not need too much help from parents. Parents can help their child to be independent by:

- Discussing what went well and what they could do better each day.
- Setting a timetable or checklist of things to achieve each day.
- Encouraging children to join the daily class meeting and the daily assembly.

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 checked on Teams and a register is taken each day of attendance at the class meetings.

If your child is not uploading their work, their teacher will call you that day to see what they can do to help. The same goes for non-attendance at the daily class meeting.

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 is also a valid and effective method, amongst many others.

Our approach to feeding back on children's work is as follows:

- All work submitted will be read and analysed by a teacher or a TA.
- All work submitted will be acknowledged.
- Sometimes, a teacher or TA will post a comment containing feedback on the child's work.
- Often, the teacher will give whole class feedback during the daily class meeting.

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 children, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We support those pupils in the following ways:

- Weekly check in phone calls from the class team regarding outcomes on SEND Support Plans and support for parents if needed.
- 1:1 Teams catch up for pupil/parents to talk through the work if needed.
- Work set is suitable for the needs of the children.
- If support is needed for social, emotional or mental health reasons, this is provided through phone calls / Teams via the class teacher, TA ,ELSA or Inclusion Manager

Remote education for self-isolating pupils

Where individual children 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 children both at home and in school.

- Day 1 of self isolation: work from the website as detailed above.
- Day 2 of self isolation: work will be set through **Teams** but may differ slightly from some lessons being taught to children in school.