



## Remote Education Provision. Information for Parents.



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Possible scenario	Continuity of learning	Additional considerations
<p>Child not able to attend school for 1-3 days due to Covid restrictions.</p> <p>Child is displaying Covid-19 symptoms and they are self-isolating awaiting test results.</p> <p>A member of their household has Covid-19 symptoms, and they are awaiting test results.</p>	<p>If children are self-isolating, daily home learning will be uploaded by the class teacher.</p> <p><b><u>What will teachers do?</u></b></p> <p>For each day of absence, teachers will provide work which mirrors the learning completed in class and:</p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• A timetable for the week</li> <li>• Links to learning via RM Unify</li> <li>• The learning may be in the form of live meeting, 1:1, small group or pre recorded video to explain the learning</li> <li>• Learning posted through Teams</li> </ul> <p>Alternatively a live session will be set up.</p> <p>Teachers will Review the work daily and return with private feedback.</p> <p><b><u>Children not attending school will:</u></b></p> <p>Upload requested work to Teams for feedback- either a document, photo or video</p> <p>Use Teams -Chat or Class dojo to communicate with any questions about the learning</p> <p><b><u>Reception</u></b></p> <p>In Reception, the following will be uploaded to Teams</p> <ul style="list-style-type: none"> <li>• a daily phonics video lesson</li> <li>• daily maths challenges</li> <li>• Daily challenges from across the EY curriculum</li> </ul> <p>Children also have access to their individual decodable reading book via the Collins Big cats (to be launched 1<sup>st</sup> February)</p>	<p>FSM identified and vouchers provided by school. A small number have these printed and collect these socially distanced</p> <p>Vulnerable pupils/families contacted 2x weekly by teacher/HSLW or HT/SENCo as appropriate.</p> <p>If child becomes ill and cannot work expectations of online working are adjusted appropriately.</p> <p>Pupils requiring additional support will receive this in line with the support in school.</p>

	<p><b><u>What should parents and children do?</u></b> Reception will upload the following to Teams or Dojo:</p> <ul style="list-style-type: none"> <li>• photos of phonics work</li> <li>• photos of maths learning</li> <li>• photos of daily challenges.</li> </ul> <p><b><u>What feedback can parents expect?</u></b> Teachers will leave comments and feedback on the child's learning that they submit. This will include positive praise and then possibly corrective teaching comments or feedback to extend and challenge children's learning.</p> <p><b><u>Key Stage One and two</u></b> In key Stage One and two, the following will be uploaded to Teams</p> <ul style="list-style-type: none"> <li>• daily phonics (KS1)</li> <li>• daily maths</li> <li>• daily English</li> <li>• daily whole class reading task</li> <li>• Topic tasks for foundation subjects</li> </ul> <p>Children also have access to their individual decodable reading book via Collins Big cats (launch 1<sup>st</sup> February, (KS1 and LKS2) Children in Y5/6 daily reading via Reading Plus</p> <p><b><u>What should parents and children do?</u></b> Key Stage One and two children will upload the following to Teams or Dojo (either a document, photo or video)</p> <ul style="list-style-type: none"> <li>• photo of their phonics learning (KS1)</li> <li>• SPaG work (KS2)</li> <li>• maths work</li> <li>• English work</li> <li>• whole class reading task</li> <li>• Topic tasks for foundation subjects</li> </ul>	
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Children and parents will use Class Dojo to communicate any questions about the learning.

**What feedback can children and parents expect?**

Teachers will use Teams to provide feedback to children and leave comments on the child's work. This will include positive praise and then possibly corrective teaching comments or feedback to extend and challenge children's learning.

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

Reception:	Phonics and maths: up to 1 hour Reading: 15 minutes Daily challenges (playing and learning): 1 hour
Key Stage One	3 hours
Key Stage Two	4 hours

**If my child does not have digital or online access at home, how will you support them to access remote education?**

We have a number of tablets and a small number of laptops that we can lend to families.

These can be collected, socially distanced, to their home and parents will need to complete a form from the school to state that they are lending the device.

Parents should inform school as soon as possible if they need a device by calling 01845 523037



	<p>If there is an issue with accessing the internet, a paper learning pack, which includes the same learning as what has been stated above, will be delivered to the children. This will need to be returned to school once they return so that teachers can monitor and assess their learning.</p>	
<p>Child not able to attend school for 1-3 days due to Covid restrictions Child/family are isolating after travel. A member of the family or the child tests positive for Covid-19. Test and Trace have requested that the child/family isolate for 14 days</p>	<p>As above</p>	<p>As above</p>
<p>A class bubble or wider cohort is unable to attend school for up to 14 days due to Covid restrictions.</p>	<p><b>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</b> In this section, please set out briefly:</p> <ul style="list-style-type: none"> <li>• We expect pupils to ideally engage with their learning concurrently with the school day. Where this is not possible, pupils are expected to complete the work of the school day out of sequence.</li> <li>• Our expectations of parental support will vary depending on the year group. For the most part this will mainly involve setting routines to support your child’s education and ensuring they are engaged when completing independent work.</li> </ul> <p><b>We expect that all children will:</b></p> <ul style="list-style-type: none"> <li>• Have a dedicated learning space at home</li> <li>• Have individual packs of learning resources</li> <li>• Participate in all live lessons throughout the day on Teams</li> <li>• Upload requested work to Teams for feedback- either a document, photo or video</li> <li>• Use Teams to communicate any questions about the learning</li> </ul> <p><b><u>Reception</u></b></p>	<p>FSM identified and food hamper provided by school kitchens (meeting recommendations by DfE). Delivered by school if friends or family NOT leaving at home cannot collect.</p> <p>Vulnerable pupils/families contacted weekly by teacher/HSLW or HT/SENCo as appropriate.</p> <p>If child becomes ill and cannot work expectations of online working are adjusted appropriately.</p> <p>If Teacher becomes Ill, parallel teachers supported by TA from isolating class</p>

	<p>In Reception, teachers will:</p> <ul style="list-style-type: none"> <li>• Follow the daily structure/timetable for home learning, which will be sent to parents.</li> <li>• Teach live lesson inputs for phonics and maths throughout the day on Teams</li> <li>• Upload pre-recorded videos to for activities such as Dough Disco and story time, as well as modelling of some of the daily challenges.</li> <li>• Review the submitted work and return with specific brief private feedback.</li> <li>• Use feedback to plan KUNCU sessions</li> <li>• Provide KUNCU strategies and support to groups or individuals</li> <li>• Offer 1:1 Teams reading sessions for children who need extra support.</li> </ul> <p><b><u>What should parents and children do in Reception?</u></b></p> <p>Reception will upload the following to Teams:</p> <ul style="list-style-type: none"> <li>• photos of phonics work</li> <li>• photos of maths learning</li> <li>• photos of at least one daily challenge.</li> </ul> <p><b><u>What feedback can parents and children expect?</u></b></p> <p>Teachers will leave comments and feedback on the child's learning that they submit. This will include positive praise and then possibly corrective teaching comments or feedback to extend and challenge children's learning. Teachers will upload videos/supporting resources to provide KUNCU strategies to children.</p> <p><b><u>Key Stage one and two</u></b></p> <p>In KS1 and KS2, teachers will:</p> <ul style="list-style-type: none"> <li>• Follow the daily structure/timetable for home learning, which will be sent to parents.</li> <li>• Teach live lesson inputs for maths/English on Teams</li> </ul>	<p>will take over the online learning</p>
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- Upload pre-recorded videos for alternative maths and English lessons
- Upload PowerPoints with clear instructions for Topic and foundation subjects
- Review the submitted work and return with specific brief private feedback.
- Provide WAGOLLS as models in writing
- Use feedback to plan KUNCU sessions
- Provide KUNCU strategies and support to groups or individuals
- Offer 1:1 Teams sessions for children who need extra support.

**What should parents and children do?**

KS1 and KS2 children will upload the following to Google Classroom (either a document, photo or video)

- photo of their phonics learning (KS1)
- maths work
- English work
- whole class reading task
- Topic and foundation subjects work

Children and parents will use Teams or Class Dojo to communicate any questions about the learning.

**What feedback can children and parents expect?**

Teachers will use Teams to provide feedback to children and leave comments on the child's work. This will include positive praise and then possibly corrective teaching comments or feedback to extend and challenge children's learning.

Teachers will upload videos/supporting resources to provide KUNCU strategies to children.

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

We record pupils' engagement with remote education every timetabled lesson/activity, as well as when they submit their learning.

If there is a concern about your child engaging with their learning, we will contact parents by phone to discuss and make a plan to move forward.

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

We expect that children will complete their learning within the hours of the school day 8.45am – 3.15pm, with regular short breaks and 1 hour for lunch.

Reception:	3 hours per day
Key Stage One	3 hours per day
Key Stage Two	4 hours per day

**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:

	<ul style="list-style-type: none"> <li>● Class teachers will still plan differentiated work based on their knowledge of the pupils' individual needs.</li> <li>● SEND pupils will still be overseen by the SENDCo and any reviews/assessment will continue to take place as necessary. Meetings with external agencies will continue remotely</li> <li>● Class-based interventions will take place remotely as timetabled and delivered by the same member of staff.</li> <li>● Non-class-based interventions</li> <li>● If appropriate, vulnerable pupils may be invited to attend sessions at school. This will be kept to the absolute minimum to ensure that they are able to appropriately access the curriculum.</li> </ul> <p><b><u>Remote education for self-isolating pupils</u></b>  <b>If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?</b>  Simply, there is no difference. We aim to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback whether attending in person or learning remotely.</p>	