



ACHIEVING EXCELLENCE TOGETHER

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REMOTE LEARNING PROVISION

information for parents/carers

JANUARY 2021 V1

live document

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?

Pupils have access to learning platforms to reinforce skills in maths and English
They can use existing online resources with a targeted focus set by the teacher e.g. Spelling Shed; My Maths; Purple Mash; Oxford Owl; TTRS
Daily reading is encouraged.

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 may need to make some adaptations in making resources more accessible through TEAMS or TAPESTRY

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 provision will take pupils broadly the following number of hours each day as a minimum:

Reception	Up to 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing Remote Education

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

- Reception and Year 1: TAPESTRY
- Year 2 - Year 6: MICROSOFT TEAMS
- using established and familiar subscription programmes

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:

- Parents are informed to contact the class teacher / school office if they require support to enable them to access remote learning.
- A school ipad will be loaned to the child for the duration of school absence and a *Loan Agreement* form is signed to accept that the device is looked after and used responsibly for the purposes of school work.
- [Get help with Technology](#) We will support parents to access free mobile data increases for families throughout Spring/Summer 2021.
- Staff will arrange collection or delivery of printed materials/books if required
- Pupils who do not have online access to submit work can arrange for work to be collected from home or delivered to school (all visits will be risk assessed)
- Staff will monitor pupils who do not engage with remote learning to ensure that they have the correct hardware, software and skills to complete the learning.
- Additional training will be scheduled for pupils and parent/carers who cannot access the remote learning.

How will my child be taught remotely?

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

- Y2 – Y6: 3x weekly live sessions with a learning focus led by a member of the bubble staff.
- Reception/Y1: 2x weekly live sessions with a learning focus led by a member of the bubble staff.
- recorded teaching sessions (e.g. White Rose Maths, Oak National Academy lessons, BBC Bitesize, video/audio recordings made by teachers)
- printed paper packs (e.g. workbooks, worksheets)
- resources uploaded on to the digital platform
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

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

- it is our expectation that all pupils' engage with remote education daily where possible, however learning can be completed at a time or on a day that is most suited to the working environment of the home.
- pupils are expected to wear their school uniform jumper when accessing live learning sessions
- parent/carers are encourage to set a daily routine with their child, completing maths and English activities in the morning and a foundation/RE/Science lesson in the afternoon
- 'Daily Deliberate Practice' of basic skills will also be completed as instructed by the Bubble staff
- there is an expectations of parental support, to set routines to complete and submit learning tasks to support your child's education
- parent/carers can contact class teachers by using the teachers email address

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

- Work submitted is monitored on a daily basis.
- Attendance at the live sessions is monitored.
- With the knowledge that some pupils may not be completing the work daily and are 'chunking it' to fit in with their family circumstances, pupil engagement is monitored on a weekly basis and parents/carers are contacted by a member of staff to investigate any barriers to engagement. This contact could take the form of a phone call, email or home visit if necessary.
- pupils can contact their class teacher through TEAMS Chat if they require support. *Chat is for the purpose of communicating with the class teacher and pupils should not be using this function to chat with each other.*

How will you assess my child's work and progress?

Feedback can take many forms and does not mean extensive written comments for individual children. Examples include: 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:

- Uploaded TEAMS work (Y2-6) receives daily feedback from a member of the Bubble staff.
- Examples of work are shared with pupils to show them *'What a good one looks like'* (WAGOLL) to model year group expectation
- Quizzes are prepared to provide instant feedback on new learning.
- Reception/Y1: Submitted Tapestry work is reviewed daily and commented on by a member of the bubble
- Whole Class feedback during live sessions.

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 /carers to support those pupils in the following ways:

- The needs of pupils with SEND are understood by the class teacher and learning is prepared and presented in a manner to support their engagement and to assist parent/carers for pupils from Reception to Y6
- Class teachers are in regular contact with the parent/carer via email / telephone to assist with learning and modelling how to complete work.
- Differentiated work with specific identified learning activities are prepared. e.g. SNIP, spelling lists; booklets. This may require hard copies delivered to the home or for collection.
- Continued ELSA sessions for identified children.
- Online programmes have been established to be accessed from home e.g. Nessy
- Parents and pupils are shown the 'immersive reader' button on TEAMS which will read the task out loud, so that they can independently access the activity if an adult is busy.
- SALT resources are shared with parent/carers and hard copies are at home.
- Reading books can be collected from school following strict guidelines and the quarantine of books
- Pupils who require electronic devices will be able to loan an iPad or laptop from school

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?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in making resources more accessible through TEAMS or TAPESTRY
- Maths and English activities will be scheduled on TEAMS/TAPESTRY daily following the sequence of learning taking place in class
- Other curriculum activities taking place in class will be shared on TEAMS/TAPESTRY to be completed at home.
- Feedback will be received by the isolating pupil on daily basis
- Engagement will be monitored on a daily basis
- Opportunities will be planned for the pupils to join the classroom learning.