



East Bridgford St. Peter's C of E
Academy

Remote Education Provision

January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and 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 page.

Additional information can be found in the appendices to this 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. We will also adapt our teaching as we adapt to what works best. Your feedback is always useful, and helps to structure our Remote Learning so that it is accessible and effective as possible.

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

Your child's key stage teaching team will communicate via email and the school website, informing you of the work that needs to be completed. Each team will provide a morning video to ensure that all children know what they are doing and the expectations for the work provided. Independent work could include work or worksheets that will be kept in Home Learning books that have been sent home or reference to online work produced by reputable providers (Oak Academy, BBC Bitesize etc)

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 will endeavour to teach the same core curriculum remotely as we do in school wherever possible and as appropriate. Priority will be given to the teaching of English and Maths. However, we have needed to make some adaptations in some subjects, based upon available resources, and areas of a more practical nature. The Remote Learning will match what is being taught to any children in school.

However, we have needed to make some adaptations in some subjects. For example, PE skills and team games will be replaced with general fitness activities and some subjects which are heavily dependent on specialist resources (DT and Art etc.) may have to be deferred until school reopens.

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 broadly the following number of hours each day:

Foundation and Key Stage 1: Three hours a day.

Key Stage 2: Four hours a day.

This is a broad guideline, and on certain days learning activities may take a little longer.

This time will be spread across live and recorded lessons, physical activity, online worship, completion of tasks set, directed play (for younger children) and other online learning (Oak National, DfE Phonics)

Accessing remote education

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

It is important to note that we are reliant on technology working efficiently, and past experience has shown that can be a source of frustration. We will continue to work with our providers to try to ensure that any interruption to the learning resources are kept to a minimum.

Every child has been set up on the RM Unify platform. This will enable them to access Microsoft Teams and other platforms like Purple Mash that we are encouraging the children to use. Teams will be the central teaching and learning platform with assignments set up, supported by further information on the class pages on the school website. All work and any photographs can be handed in using this platform.

We also use the MEET NOW option in Teams to set up scheduled meetings. These have been staggered throughout the day to help parents where more than one child attending the school is at home (see Timetable below).

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:

- Where possible, we will endeavour to loan out suitable laptops, and parents/carers will need to let the school know if these are required. Our supply of these is limited and we may need to prioritise some families.
- If printed materials are needed, these will be provided for collection from the school gate at a pre-arranged time – further detail will be passed on by the class teacher.
- If work needs to be submitted, a similar delivery point will be made available at the school gate.
- If a parent does not feel that they have the electronic device required to support online learning, the school will look to make a place in school available.

How will my child be taught remotely?

A timetable of the learning will be put on the website and Teams. Previous experience has shown that a different format of teaching works best for different year groups. We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- learning activities placed on the website and Teams
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include resources such as 'Oak Academy,' 'Cornerstones Maestro,' 'Language angels' and 'Rising stars'. Where necessary passwords will be sent home
- long-term project work and/or internet research activities as appropriate (these will be kept to a minimum)

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 all children to participate in our remote learning programme. As a parent/carer, your role is invaluable in giving that one to one support, encouragement and guidance. We do however appreciate that this can be challenging, and it is important to provide a balance of expectations which protects the well-being of everyone involved.

A clear routine will support the consistency of the curriculum. Remote learning posted on Teams may have a time linked to it to be returned, but these should allow enough time for the learning to be completed.

If you are struggling at any time, please email your class teacher. They will be able to give you advice and offer any support.

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

Through their daily contact every class teacher will be able to monitor pupil engagement.

Within the Teams app, class teachers will see who has 'viewed' and 'turned in' learning.

There will be a regular whole class contact live session, which will be used to monitor attendance and engagement. It is important that all children attend these sessions.

Any concerns will be followed up with two emails to parents and then a phone call from the class teacher. This will then be reported to Mr Tomlinson or Mrs Sayal (our well-being lead) as appropriate.

Our Class teachers or Teaching partners may work with small groups or individual children as required.

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:

All submitted learning will be reviewed by the class teacher as soon as possible but soon after the hand in date.

For Maths and English much of the feedback will be posted onto the assignment as whole class feedback, addressing common weakness and strengths in the work submitted. This is in line with our feedback policy.

Teachers will make use of the feedback box to feedback individual comments or challenges so that each child will have some individual feedback that is pertinent to their learning and progress. This will be done at least once during a week.

Foundation subjects will be set as one assignment over the week and staff will offer feedback on the week's learning to the whole class or individuals as appropriate.

The use of the praise button in the General chat can also be used to give a shout out to all those children who have achieved well or put in extra effort

The Senior Leadership Team will monitor samples of learning to assess the quality, quantity and progress of learning.

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:

Where a child with SEND can access home learning, the class teacher will communicate with the parent how school support will be provided. As in school, this could be through differentiated activities being set and the allocation of a teaching assistant for break out or extra sessions. If we feel that home learning may be problematic, arrangements may be made with the parent for the child to come into school on a full or part time basis – this may be particularly relevant to younger children.

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?

If a child is self-isolating, at a time when most of the cohort are being taught in school, it is unlikely that they will receive the same level of support that would be the case in a whole class closure. However, parents can expect their child to kept in touch with their class teacher with weekly Teams meetings and some feedback on the work that they have submitted. The teacher will also make work available (through Teams assignments and paper copies as appropriate) that the child will complete at home – this will follow the same curriculum as in school.

Timetable of Live Sessions

Below is a timetable for the live sessions that we will be holding during the week.

To access these sessions, please wait in the **LIVE SESSION** channel. The teacher running the session will open it at the allotted time so that everyone joins the session together.

If you need to bring anything to the session, your teacher will have let you know in advance, so please read any posts in the channel before the starting time.

Many thanks

Time	Year Group
8.30am – 9.00am	<u>Year 4</u> English Input
9.00am – 9.30am	<u>Year 3</u> English Input
9.30am	<u>Preschool</u> Skills based activities
9.30am – 10.30am	<u>Year 5 & 6</u> English Input
10.30am – 11.00am	<u>Year 1 & 2</u> English Input
1.15pm	<u>Reception</u> Skills based activities
2.30pm	<u>Preschool</u> Story time
3.00pm	<u>Reception</u> Story time

Points to note:

- Children with siblings in the other year within a pod may need an additional device.
- SEND Teams meetings and interventions to be timetabled according to availability for the children involved.

Minimum Requirements from Class Teachers:

When teaching pupils remotely, we expect staff to at least follow the government guidance:

- Set assignments so that pupils have meaningful and ambitious work (that is of equivalent length to the core teaching pupils would receive in school)
- 3 hours a day, on average, across the school cohort for EYFS & KS1 and 4 hours for KS2

Minimum expectations:

EYFS

- daily maths, literacy and phonic videos (these could be WR, Oak National or DfE)
- daily skills session (four times a week to allow for PPA)
- daily story time (four times a week to allow for PPA)
- one weekly 1:1 reading session either in school or virtually

KS1

- daily maths and phonic videos (these could be teacher made, WR, Oak National or DfE) with follow up maths tasks
- daily live English input with follow up tasks
- daily video for foundation subjects with follow up activities.
- Reading activities

KS2

- daily maths videos (these could be teacher made, WR, Oak National or DfE) with follow up maths tasks
- daily live English input with follow up tasks
- daily video for foundation subjects with follow up activities. (90 mins)
- daily reading, spelling, OR times tables activities (30 mins)

Other possible activities

- PE activities
- Language angels
- Purple Mash task
- Charanga (Yumu is the online activity that they have access to)

- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern (follow our procedures – two mails, a phone call by class teacher and then alert either RT or ES).
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, individual feedback at least weekly and using whole-class feedback where appropriate.

