



## **Remote education provision: information for parents at St Cleer Primary Academy January 2021**

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 page.

### **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?**

Teachers will supply children with key resources if sent home e.g. cgp workbooks, textbooks to support comprehension and maths, reading material, stationary. The school will then move as quickly as possible to providing live and pre-recorded lessons.

## 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 have needed to make some adaptations in some subjects. For example, in music we might choose to share a warm up and then some resources to support a follow up activity at home; our PE provision is supported by Fit Friday activities and good quality online resources shared; our learning adventure is supported by a variety of mediums i.e. direct input, suggested lines of enquiry, good quality online resources and following child's own interest.

## 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:

<p><i>KS1</i></p>	<p><i>We aim to offer 3 hours of daily provision:</i></p> <p><b>Daily Morning Learning</b> Phonics English Spellings Handwriting (linked with spelling) Maths</p> <p><b>Afternoon Learning</b> Learning adventure (Wed, Thurs, Fri) PE (Mon and Fit Friday) Science (Tues) PSHCE – 1/2 weekly story/circle time live via TEAMS</p>
<p><i>KS2</i></p>	<p><i>We aim to offer 4 hours of daily provision:</i></p> <p><b>Daily Morning Learning</b></p> <p>English – live/pre-recorded via TEAMS/Oak Tree Academy Maths – live/pre-recorded via</p>

	<p>TEAMs/White Rose/Oak Tree Academy          Guided Reading – live/pre-recorded/follow on task from reading session          PE – Daily well-being and fitness activity menu</p> <p><b>Afternoon Learning</b>          Learning adventure 1 x live lesson/pre-recorded/Oak Tree Academy with follow up activities for 2 further afternoons          Science 1 x live lesson/pre-recorded/Oak Tree Academy with follow up activities          PSHCE 1 x live lesson/pre-recorded/Oak Tree Academy with follow up activities</p>
--	---

**Accessing remote education**

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

<p>TEAMs, Dojo, Tapestry, School Blog</p> <p>Mathletics, Timetables Rock stars, Prodigy</p>
---

**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:

- If parents need support with devices, they should contact the class teacher in the first instance. Devices can be lent to pupils using a home-school agreement to support remote learning access.
- If parents need support with devices that enable an internet connection please contact [secretary@stcleerprimary.co.uk](mailto:secretary@stcleerprimary.co.uk) to make a request. The school will work with the allocation from the DfE and county to support access where appropriate and needed to support remote learning access.
- If parents require any printed materials to support pupils' remote learning these can be printed and prepared by school and left at the front entrance ready for collection or posted if required. Parents should contact the class teacher in the first instance to arrange this or email [secretary@stcleerprimary.co.uk](mailto:secretary@stcleerprimary.co.uk)
- Pupils can submit their work to teachers by post or by requesting a door stop collection if they do not have online access. Parents should contact the class teacher in the first instance to arrange this or email [secretary@stcleerprimary.co.uk](mailto:secretary@stcleerprimary.co.uk)

## **How will my child be taught remotely?**

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

- live teaching (online lessons): through TEAMS
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers through TEAMS (KS2), Dojo and TEAMS (KS1))
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home and provided by school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Mathletics, Times Tables Rockstars, Prodigy (Yr6)
- long-term 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?

- In KS2 – children are expected to log in to live lessons and share ideas and thoughts in the comment area as well as contribute to the notebook section guided by the teacher; they are expected to view the recorded teaching sessions and complete work in time across the day and week; children are expected to share their work with the teacher and peers at the end of sessions and in weekly allocated feedback sessions with the teacher
- In KS1 – children are expected to complete their daily tasks as timetabled and afternoon learning across the day and week. They are expected to log in to TEAMS once/twice a week for story/PSHCE time.
- Parents can support their children's remote learning through setting routines to support your child's education and communicating any needs or issues arising to the class teacher

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

- Teachers will check engagement daily through TEAMS, Dojo and Tapestry
- Where engagement is a concern staff will follow up with daily phone calls and emails to offer support and guidance; teachers will also offer some additional time/feedback sessions to support engagement e.g. TEAMS welfare catch up

### 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:

- Feedback on pupils' work will be given immediately in lessons, through chat comments, through individual comments, through verbal feedback over the phone or separate feedback sessions
- Pupils will receive feedback in some lessons daily in KS2 and several times a week in KS1

## **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:

#### **Remote education for self-isolating pupils**

- Children with EHCPs will be offered on site support; if this is not taken up these families will be contacted twice a week to offer support. Children will also be offered individual packs and resources to support as well as device support.
- Children on the Record of need will be differentiated for through TEAMS and follow up with the teacher to support access
- Interventions will run on site for those attending and online for those not attending e.g. daily readers through TEAMS in Year 3,4,5,6.
- For children with SEN in EYFS and KS1 resources, phone calls, individualised videos and regular checks will be offered to ensure support is in place for remote learning. The Inclusion Lead Teacher and Headteacher will work with external agencies to ensure that children are still able to access support e.g. school nurse, Headstart, counselling sessions, music lessons for PLAC.

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?**

KS2 children – will be able to access live and recorded lessons through TEAMS as above.

KS1 children – will be able to access recorded lessons through Dojo, TEAMS and 1 live lesson/check in.

Packs, resources and follow up from teachers through phone calls and email as well as TEAMS will be offered.