



Shaldon Primary School

Remote Education Provision

Information for Parents and Carers

5th January 2021

Remote education provision: information for parents

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?

Your child can expect to receive two live Zoom lessons from their class teacher.

Each lesson will last for approximately 30-40 minutes. One lesson will be maths and the other will be linked to our curriculum enquiry, including English. There will be a phonics lesson for children in Reception and Year One. Teachers will also use Class Dojo to set weekly challenges on Times Tables Rockstars, Spelling Shed. Your teacher will also provide you with a remote log-in for Accelerated Reader, so that your child can continue to quiz on books they are reading at home.

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 teach the same curriculum remotely as we do in school. This involves following the White Rose scheme of work for mathematics and using our curriculum progression documents for planning and teaching our curriculum enquiries. We have adapted some of our curriculum enquiries so that they can be easily accessed by children at home, independently. For example, some practical tasks have been simplified and we have ensured that our teaching keeps the need to print to an absolute minimum.

Our teachers will continue to provide an exciting, broad and engaging curriculum and will take advantage of remote learning platforms by organising 'expert' Q&A sessions for the children, to enrich their curriculum learning.

We will continue with our online school assemblies, headteacher awards, class teacher awards and Accelerated Reader awards. These will be announced in assembly on Fridays and certificates will be posted out to children who are at home.

Every Tuesday, our specialist music teacher, Mrs Price, will hold live music lessons and signing assemblies for children in KS1 and KS2, which can be accessed by children who are at home.

Pupil well-being and our focus on healthy lifestyles will also continue to be prioritised throughout lockdown. Our School Council will continue to meet with two of our teachers remotely, in order to discuss school-wide initiatives to promote healthy eating and exercise. School Council members will meet with their classmates to feedback on action points and projects that children can take part in from home.

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:

Primary school-aged pupils	KS1: 3 hours minimum
	KS2: 4 hours minimum

Accessing remote education

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

Live lessons, assemblies and story times will be accessed through Zoom.

Weekly home learning letters and updates from teachers will be published on Class Dojo. Teachers' weekly letters outline all learning activities for the week ahead. These letters are also featured on our school website.

Other platforms we will use to set home learning tasks will be:

- Spelling Shed
- TT Rockstars
- Accelerated Reader
- Numbots (KS1)
- Oxford Owl (book band reading books online)

In addition, we will provide two weekly live assemblies (Mondays and Fridays at 2pm) plus two story time sessions on Tuesday, Wednesday and Thursday: 2.40pm for KS1 and 3.10pm for KS2. Singing assemblies and music lessons will run for both key stages every Tuesday.

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:

Prior to lockdown we sent out regular emails asking parents to let us know if they do not have access to laptops or devices. We continue to work closely with our school community to ensure our information about families in need of additional IT is up to date.

Currently, we have been able to issue laptops to all families who have needed them.

We have planned our remote learning so that children do not need to print off resources. We have issued spare exercise books and pencils for those who need them and can arrange delivery of paper based resources to families who are unable to travel to school to collect.

In specific cases, for example where a child has SEND, we have provided additional support because certain children may respond better to off-line learning. In these cases, we have arranged for home delivery of paper-based learning and the class teacher calls the child for a 1:1 check-in.

How will my child be taught remotely?

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

- Daily live teaching (online lessons) for maths, English and other curriculum subjects
- Daily afternoon feedback and check-in live lessons, so that teachers can identify children who may need additional support with their learning
- Independent reading and internet research activities, as gap tasks, to support the curriculum-based live lessons that take place the following day
- Daily live phonics lessons
- Daily live interventions are provided for children with SEND. These include:
 - Speech and Language
 - Multiplication Fluency
 - Mathematical fluency – four operations
 - Spelling rules
 - Reading comprehension

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 from Years 2-6 to attend three live lessons daily: Maths, Curriculum/English, Feedback and Check-in
- We expect all children in Reception and Year 1 to attend two live lessons: Maths and Phonics. Feedback and assessment takes place within phonics and maths lessons.
- We expect parents to reinforce our expectations around learning behaviour for children during live lessons. This includes:
 - Being respectful at all times
 - Answering and responding to prompts from teachers during lessons
 - Completing daily gap tasks
 - Taking responsibility for their own independent learning and attending daily feedback lessons as an opportunity to clear up any difficulties or misconceptions they may have.

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

- Daily attendance registers are taken in each of the two morning live lessons
- We will contact parents of children who have not attended, and have not informed us beforehand of the reasons for this.
- Where children have not attended, we expect parents to support children to watch recordings of missed lessons in order to complete associated gap tasks.

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:

- We use Google Forms and One Note forms in lessons to check pupil understanding
- Specific staff training and development has been put in place to ensure that all adults are adapting their methods of formative assessment to suit the circumstances of teaching remotely
- All teachers keep a daily log of assessment notes from each lesson. This helps to identify whether children are able to access the content and make progress, as well as identifying any children who may require further support. These children are subsequently signposted to our daily afternoon intervention live lessons.
- Teachers conduct daily feedback and check-in sessions. They review all learning from that day and question children around their learning, to ensure that all children have been able to successfully complete their gap tasks. Feedback is given daily in both the live morning lessons and again in the afternoon.

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:

- Pupils with SEND receive daily additional lessons, depending on their specific need. There is also an additional handover of information for SEND children who attend school on a part-time basis.
- Our SENCo has made contact with all parents of children on our SEND register to discuss concerns and any potential issues regarding individual needs. This information is shared with teachers and SLT.
- IEPs have been re-written to take into account the changes in routine relating to remote learning.
- Younger pupils in Year 1 and Reception have live phonics lessons daily, which they are able to access independently
- Maths lessons are play-based and teachers guide children through their learning on a daily basis.

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?

Children who are self-isolating are able to access the same provision as all other children in school and at home.