Remote education provision: information for parents

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 access their day's learning <u>immediately</u> in their class Microsoft TEAMS area as work is uploaded daily by the class teacher.

- Teams can be accessed through the following link: https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software

- Learning will be provided via a combination of pre-recorded lessons, voice overs with power points, independent work and live lessons.

- A minimum of 2-3 hours of learning per day will be set for EYFS pupils, 3 hours for KS1 and 4 hours for KS2.

- If your child does not have access to a device and/or the internet at home, school should already be aware of this: the information has been collected on a regular basis, in which case your child will be provided with paper copies in the first instance. School will contact you to arrange collection (or delivery if necessary) of the paper copies.

- If school is not aware that your child does not have access to a device and/or the internet, for example, your circumstances may have changed, please make us aware as soon as possible, so we can support.

- We have been allocated a number of laptops to loan pupils who need to learn remotely, so we will be able to provide these for some pupils.

- *For help and support, the following are reminders of the classes' e-mail addresses:*   Acorns@akroydon.trinitymat.org

  Alder@akroydon.trinitymat.org   Ash@akroydon.trinitymat.org
  Birch@akroydon.trinitymat.org   Elm@akroydon.trinitymat.org
  Hawthorn@akroydon.trinitymat.org   Hazel@akroydon.trinitymat.org
  Holly@akroydon.trinitymat.org   Juniper@akroydon.trinitymat.org
  Linden@akroydon.trinitymat.org Maple@akroydon.trinitymat.org
  Oak@akroydon.trinitymat.org   Willow@akroydon.trinitymat.org

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?

- Having a routine and structure is crucial to pupils when learning remotely and independently.
- To help pupils focus on their learning, a timetable has been designed for each key stage, although it is only a guide and we understand that parents may need to re-order things and have the flexibility of supporting their child at a different time in the day.
- By following the timetable as a guide, it will ensure that your child continues to cover the same curriculum as they would in school.

Each day pupils will have lessons and work set for the following subjects:

- Phonics (KS1)
- Times Tables Rockstars (KS2) (except Monday)
- Maths
- English
- Guided Reading
- History, geography or science
- Spelling or punctuation and grammar
- Mathletics/Numbots (KS1 only)

Some days pupils will also have lessons and work set for the following subjects:

- RE
- PSHE

Each week there is a **themed assembly** and a **class celebration assembly**

Pupils also have **'Option time'** each day in the afternoon. Pupils will complete a minimum of one option each day, and should try to do the second option time as well, where possible. To ensure that pupils still study a range of option subjects whilst learning at home, they have been categorised into 'creative', 'active' and 'language' options. The categories of options that pupils study will change each day to enable breadth of the curriculum.

- **Creative** – art, music or design and technology
- **Active** – PE or fitness
- **Language** – computing or Spanish

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	- Early Years Foundation Stage will have approximately 2-3 hours per day (lessons ranging from 15 – 30 minutes in length) - Key Stage 1 will have a minimum of 3 hours per day (lessons ranging from 15-30 minutes in length) - Key Stage 2 will have a minimum of 4 hours per day (lessons ranging from 15-50 minutes in length) - The structure of both the day and individual lessons aims to strike a balance between the routine and consistency that pupils already know from school, whilst also ensuring some variety, so that pupils engage well with their learning. We understand that motivation and engagement can be more challenging when pupils have to work from home, so this has been considered. - Breaks and lunch times have been factored in, and pupils are advised to have a break from their computer device every hour.

Accessing remote education

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

EYFS and Year 1
Pre-recorded, voiceovers and Independent tasks;
- Microsoft SWAY will be used to set the majority of work for Reception and Year 1 pupils whilst they are working at home.
- All work will be set on SWAY and pupils can submit their work using Tapestry or the class e-mail.
- Microsoft SWAY is a platform which reformats depending on the device that it is being viewed on, making it ideal for our youngest learners.
- An e-mail will be sent each morning to pupils from the class teacher with a link to the SWAY page.

Year 2 – Year 6
Pre-recorded lessons, voiceovers and independent work:
- Microsoft TEAMS will be used to set work for pupils whilst they are working at home.
- All work will be set on TEAMS and pupils can also submit work to their class teacher for feedback using TEAMS.

There are three main applications that will be used in TEAMS:
1. **Files** – This is like an online textbook. This is where all lessons will be stored for pupils to access.
2. **Assignments** – This is where quizzes will be set by staff to check pupils' understanding of a lesson.
3. **Class Notebook** – This is like an online exercise book. Pupils can use this to complete work set electronically, or to upload pictures and files of work completed by hand or on a computer.

All year groups
Live lessons:
- Live lessons will be provided via TEAMS.
- The class teacher will send pupils an invite; the link will need to be clicked on this invite at the correct time to join the lesson.
- If, for any reason, a pupil misses a live lesson, a recorded version of the lesson will be available on the TEAMS class 'chat' function. This will be available for 21 days after the lesson was originally taught.

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 your child does not have a device at home, school will try to support by providing the required equipment, such as a laptop, if possible.

- For pupils who have a device, but who might struggle with Wi-Fi connection at home, school will try to support by providing a dongle, if possible. In addition to this, school may be able to support with providing 4G bandwidth for some pupils.

- School will always be able to provide paper copies of the lessons and work (and other resources such as pens, pencils, if required). School will arrange collection of these with parents/carers (or delivery, if necessary). All pupils have been provided with an exercise book where they can record their learning.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely and some examples include:

- It is important for lessons to be delivered to pupils via a variety of approaches to not only ensure accessibility for all pupils, but to also ensure that pupils are engaging with learning in both digital (including online) and non-digital formats.
- In order to ensure that motivation of pupils remains high, opportunities for interaction with their teachers and peers have been provided through mediums such as live lessons, TEAMS chat functions and weekly phone calls.

Learning will be provided via the following;

Methods with 'real-time' teacher-pupil interaction
- Live lessons – a lesson delivered via the class teacher or a White Rose Maths specialist, streamed simultaneously to pupils in the classroom and at home
- Live chat function – a TEAMS function which enables pupils to ask and receive answers to questions on a digital message board during a live lesson
- Live rewards assemblies – assemblies celebrating the successes of the week

Methods with non 'real time' teacher-pupil interaction
- Pre-recorded lessons – PowerPoint presentation which includes pre-recorded teaching videos and explanations from teachers, and opportunities for pupils to take part in independent study.
- PowerPoints with voice-overs – pre-recorded voice-overs of longer texts that pupils will study.
- Independent tasks – tasks either online or in a workbook that pupils will complete on their own after some teaching.
- Printed work packs for pupils (for households where digital learning is not possible). These will consist of printed PowerPoint presentations and work sheets for pupils to complete.

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 parents and carers to have read and have shared our home learning non-negotiables with their child.

- We expect all pupils to engage with the home learning lessons and work set; this should be submitted to their teacher by 5pm daily, if possible.

- We expect pupils to take pride in their work and to complete it to the same standard as it would be in class, and that pupils maintain a high work ethic whilst at home.

- By providing each class with a weekly timetable, we ask parents and carers to set routines at home, so pupils start to develop effective home study habits.

- In line with guidance, we recommend that pupils have a break from technology devices every hour, so we ask parents and carers to make sure their child does this.

- Where possible, we ask that pupils work in a place free from distractions such as noise, the television and mobile phones.

- We ask that parents and carers respond to e-mails and phone calls from the school (usually the class teacher), so that we can discuss your child's engagement, progress and well-being on a regular basis.

- Learning outside of the classroom is different for pupils, and it may be more difficult for some pupils to retain concentration during longer sessions or when concepts become challenging. We ask that you help motivate your child as much as possible, at these times, and remind them of the progress they have made so far.

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

- All work is expected to be submitted by the deadline set by the class teachers (for most subjects this will be 5pm on the day that the learning is delivered).

- Staff will monitor the completion and quality of work submitted daily.

- Where work has not been completed or it does not meet expectations, parents and carers will be informed of this by the class teacher.

- Pupils who have met all expectations for completing work to the required standard will receive an Achievement Point, and additional points are available for work that is above and beyond the expected standard.

- Staff will use the school's marking policy to ensure that timely feedback is given to pupils on their work. This will also serve as an opportunity for praise where applicable.

- If a child has struggled with their work, or there have been reasons as to why it could not be completed, the parent or carer needs to e-mail the class teacher using the class e-mail address.

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. Our approach to feeding back on pupil work is as follows:

Work will be submitted and assessed via the following methods:

Microsoft FORMS – multiple choice quizzes

- Multiple choice quizzes will be automatically marked online.
- Pupils will be able to instantly see which questions they answered correctly or incorrectly.
- Class teachers will use the data gained from quizzes to inform future planning and to support with ongoing teacher assessments.

Class Notebook – extended writing answers (digital and handwritten)

- Extended writing answers will receive feedback via the school's usual marking policy.
- This feedback will be given digitally and will give pupils information about what they have done well on the piece of work and any areas for improvement.

Class Notebook – pictures uploaded of pages of pupils' maths workbooks

- Maths workbook questions will either be self-marked by pupils during feedback sections of a live maths lesson or will be individually marked by teachers.
- The class teacher will use the feedback to inform the next day's planning.

Exercise book/paper copies – pupils who do not have access to a device/Wi-Fi
- The school will make arrangements for the written work to be dropped off safely at the school, so the class teacher is able to mark it.

Teachers will be able to use the work submitted (all of the above) to assess if the pupil has met the learning objectives of the lesson.

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:

- By differentiating the work SEND children are set, so it is accessible to their particular level of learning. This may be done by breaking tasks down and modifying tasks so they provide clear, short instructions.
- An emphasis will be put upon teaching decoding, retrieval and comprehension skills.
- Small live small group intervention sessions, run by teachers, TAs, and White Rose Maths Tutors, will be run throughout the week.
- Access to programmes, such as Lexia and Nessie, that can be accessed at home, will be given. These programmes will assist children to improve their reading and spelling abilities.
- Class teachers, the pastoral team and the SENCos will support students with telephone calls, e-mails and additional support for IT software where needed.
- Printed resources will be available for some SEND pupils where appropriate.
- Places are offered in school for SEND students where appropriate.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Where individual pupils need to self-isolate, but the majority of their peer group remains in school, isolating pupils will access the same work as their peer group is doing in the lessons at school.
- This work will be uploaded each morning to Microsoft TEAMS.
- The work will be in the form of lesson PowerPoints and independent learning, and some lessons during the week will be delivered live.
- Work from the day will need to be submitted to the class teacher by 5pm each day so that engagement can be tracked and feedback can be given.
- The feedback will be in line with the school's feedback and marking policy.