

Great Easton C of E VA Primary School 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 where national or local restrictions require entire cohorts (or bubbles) to remain at home. We are following the guidance issued by the DfE. OFSTED have published information regarding what works well for remote education. The document can be viewed here:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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

What should my child expect from immediate remote education in the first day or two of pupils being sent 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. Please remember you can use the children's SMART apps (for example Doodlemaths, Oddizzi, Times Tables Rockstars and Reading Eggs) and younger children have SMART packs from school that could also be used to help the children learn 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 teach the same curriculum remotely as we do in school wherever possible and appropriate.

- Plans for the week are added to Teams and Dojo.
- The teachers will share a timetable, details of Zoom codes and folders organised by week and then daily containing any worksheets or learning prompts that may be helpful. Worksheets don't need to be printed and can be used by screen-shotting and children can use their

whiteboards and pens to make notes also.

- The teachers will be providing either online or pre-recorded lessons for maths, English and topic each day. R/1 and 1/2 have a phonics session signposted from the Letters and Sounds site. In addition Y4/5 and 5/6 have a French Zoom weekly. Drama and dance classes with Rom Theatre Arts are also provided for every class each week. One hour for KS2 classes and 30 minutes each for the R/1 and 1/2 classes.
- Reading can continue as normal. School is happy to provide reading books as and when they are needed. They can be collected from the front entrance and we can operate a decontamination system. Children can also access a wealth of books on Reading Eggs.
- Daily practice and games for maths might include: Doodlemaths, Timestables Rockstars, LBQ for Y4/5 and 5/6. For English the children can all access Reading Eggs, Doodle English and Doodle Spell (from February 2021) and the younger classes use Teach Your Monster to Read to help with phonics practice. For Geography we use Oddizzi and for mindfulness and mental well-being we use School Breathe.

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:

Key Stage 1 - 3 hours	Key Stage 2 - 4 hours
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Accessing remote education

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

Microsoft Teams will be used to 'set tasks', share an outline of the work and resources and Zoom will be used for the live lessons.

Tapestry will be used by Reception children to share their home learning with teachers too.

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:

Children without access to laptops/iPads were identified and have been loaned an iPad.

Data cards have been obtained to provide internet access where needed.

Parents have been surveyed and those without printers at home, or who request it, have packs prepared for them for the week's learning.

In addition, CGP workbooks have been purchased for every child to support their learning in English and Maths. These have been distributed to all families.

How will my child be taught remotely?

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

We will be using a combination of the following remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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?

We would like observations about your child's learning to be added no more than once each day and at least once a week.

If any parents don't have a printer we can arrange to print off resources for

you and give them to siblings or someone can collect from the office.

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

If no observations are uploaded by the end of the week we will give you an email or call to offer support. We know how difficult home learning is so want to help where we can. This call may be from one of the class teachers, LSAs or from Miss Jackman.

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:

Work will be commented on via Tapestry for Reception pupils. Work shared on Teams or Dojo will be liked and may also be commented upon.

Verbal feedback will be given via live sessions/lessons.

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 those 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:

Your child's class teacher or class LSA they will call you regularly to go through work and support you and your child.

Children in Reception and Year 1 will be offered shorter live sessions and pre-recorded videos. They will also be set lots of practical, hands on activities appropriate to their ages.

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?

Your class teacher will provide a plan of lessons and activities for your child, following the work the class will be doing as closely as possible. As your child's teacher will be teaching the pupils in school, it may be you are sent a link from Oak Academy to deliver the explanation for the lessons. The teacher will choose carefully to ensure your child gets the best possible provision whilst they are self-isolating.