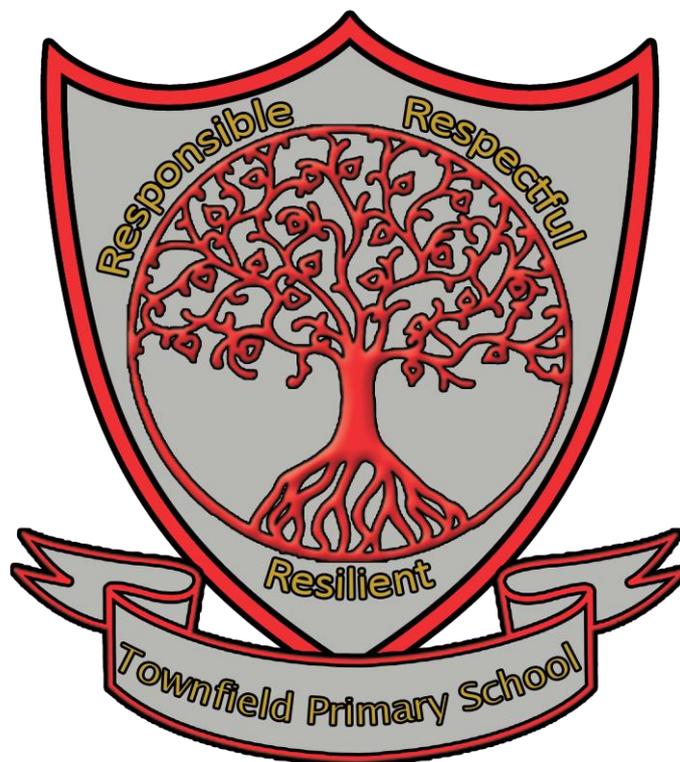


# Townfield Primary School

Remote Learning Information for Parents & Carers



This Policy was adopted Spring 2021

This Policy is due to for review Spring 2022

Responsible Respectful Resilient

## Townfield Primary School Remote Learning Information for Parents & Carers

### 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?

- All classes should operate the school's remote learning policy using Seesaw within one day of the bubble closing. Every child has had a Seesaw account set up for them.
- On the first day of closure pupils will be able to access work on Seesaw. This could include lessons from Bitesize, Oak Academy and Times Table Rock Stars.

Following the first day 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 wherever possible and appropriate. This will not always be possible for all subjects. Certain subjects such as PE, Art, DT and Computing need specific equipment and space that may not be available at home but some coverage will be taught. In situations such as these the objectives for these lessons will be adapted.
- All other subjects will aim to cover the same objectives – although the activities to deliver these will be adapted from ones suitable to classrooms to ones more suited to home learning.

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	EYFS – less than 3 hours
	KS1 – 3 hours
	KS2 – 4 hours

## Accessing remote education

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

We will use Seesaw to deliver our online remote education.

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:

- The DFE has allocated school a small number of laptops which we will lend to pupils who haven't got a suitable device. School also have a number of iPads that can be loaned to children. We will continue to communicate with families on their IT needs.
- Several mobile companies offer free increased mobile data access for disadvantaged children. If children are working remotely school will be able to request this increased data for parents.
- If a child is unable to access work online then parents will be asked to contact the school office straight away. Teachers will also monitor children's access to Seesaw and will contact parents within 48 hours of any closure to find out what the issue is. Every attempt will be made to help the child access the online learning in the same way as their peers. If this is not possible alternative arrangements will be made. We will continue to loan iPads to families.
- Children will also be given packs with notebooks and writing utensils.

How will my child be taught remotely?

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

**In the EYFS children will access online learning via Tapestry.**

**Nursery** –three activities a day - phonics/speaking and listening, maths and another aspect will be delivered each day. Videos will be recorded for some sessions and activities will be set.

**Reception** - four activities a day - daily maths, phonics, reading and one other aspect.

**In years 1 – 6, children will access online learning via Seesaw.**

- Each morning there will be an introduction to the day, giving children an overview of what they need to cover.
- **Maths** – This will largely follow the Maths No Problem scheme that is used in school. Children will follow the usual structure of the lesson, taking part in guided practice following the teacher’s guidance in the voice over. Children will then be set activities to complete in the maths workbook.

Additional resources from Bitsize/Oak Academy may also be added if required.

Children will be able to upload their work by taking photographs of it and adding it to Seesaw.

At the end of the day the teacher summarise what was taught in maths and give answers to workbook questions for the children to mark themselves or with parents.

Children will also be required to access Time Table Rockstars on a daily basis.

- **English** – We will use our school scheme Read to Write to deliver English lessons. Lessons will cover reading, writing and grammar. Teachers will introduce texts, sometime with a voice over and resources will be shared. Reading, writing and/or grammar tasks will then be set.

Children will upload work for teacher review and feedback.

Teachers will summarise key learning and feedback answers at the end of each day.

Spellings and handwriting will be set on a weekly basis, following our school’s planning.

Reading will be taught using ‘Pearsons Active Learn’ scheme.

**Phonics** – Years 1 and 2 will be given daily phonics sessions, following the school scheme ‘Letters and Sounds’. Other online resources will be used to support learning, including Pearsons, Letters and sounds.com, bitesize and phonics play.

**Other Subjects** – other lessons will be taught each day from a different curriculum area. Subjects will usually be blocked for the week or fortnight, as they would be if the children were in school. Planning that would have been taught in school will be adapted for home learning. Teachers will provide voice overs and an activity. Bite Size and Oak Academy will be used to support learning.

- **PE** – a daily PE activity will be set. A number of online resources will be used including Bitesize, Oak Academy, Get set for PE and Joe Wicks.
- **PSHE/well being** weekly sessions will be planned. These could include a voice over by the teacher and an activity set.
- **Art** – weekly live lesson from ELC tutoring
- **French – Y3 – Y6** weekly video lesson from school specialist French teacher

## 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?

- The school expects all children to access remote learning each day. Seesaw enables children to upload work independently and receive teacher feedback. We understand that parents will possibly be juggling the remote learning of several children while simultaneously working from home themselves.
- Year groups 1 – 6 have created year group email addresses to allow easier communication between parents and teachers and parents of EYFS children can write messages via Tapestry. Teachers will also offer phone calls to parents who have any specific difficulties. We hope that good communication between home and school will allow us to work together to overcome any difficulties that the children are facing.

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

- Tapestry and Seesaw allow us to monitor who is engaging with work. The system tells teachers when a child has looked at work and when they have handed it in. Children can ask questions if they are struggling and teachers can provide feedback. If a child is not engaging with the work then school will contact parents/guardians to offer support.

How will you assess my child's work and progress?

- Children can upload their work on Seesaw when a task has been completed which allows staff to review, assess and give feedback about the work. Children can also ask their teacher questions if they are having any difficulties.
- Parents can share their children's learning via Tapestry and ask any specific questions.

## 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:

- For children with SEND, school will initially aim to meet the educational needs of the children through differentiated work with via Seesaw or Tapestry. There maybe also differentiated paper packs supplied depending on need.
- Additional interventions will also be provided, these include: IDL (English and Maths) Orrets Meadow (English catch up programme) and ADHD Foundation Therapeutic support.
- SEND children with certain needs, including the deaf children, will be offered live teaching via Zoom to help them access their learning.

## 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 an individual child is isolating rather than a whole bubble we will attempt to follow very similar procedures to above.
- Daily work will be delivered in a variety of ways, including Seesaw, email or paper packs

## **Appendix A – List of Possible Resources:**

### **Maths:**

- Maths No Problem lessons and resources
- [Times Table Rock Stars](#)
- Specific videos and lessons from [Oak Academy](#)
- Specific lessons from BBC [Bitesize](#)

### **English:**

- Read to Write lessons and resources
- Steps to Read texts and lessons
- Specific videos and lessons from [Oak Academy](#)
- Specific lesson from BBC [Bitesize](#)

### **Reading:**

- Steps to read
- Pearsons

### **Phonics:**

- Activities following school scheme 'Letters and Sounds'. Other online resources, Bitesize, ict games, letters and sounds, Hammond education, phonics play.

### **Science, history, geography, DT, RE,**

- School planned lessons by subject leaders
- Specific lessons from [Oak Academy](#)
- Specific lesson from BBC [Bitesize](#)

### **Art**

As above including live lessons from ELC tutoring

### **French**

Weekly video lessons by school specialist French teacher – Y1 to Y3

## PE

- Activities devised by subject leader
- Get Set PE
- Bitesize
- Specific lessons from [Oak Academy](#) (Joe Wicks)
- [PE with Joe](#)
- [Kids workouts to do at home with Joe](#)

## **Appendix B - Online safety for Live Sessions**

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted except in exceptional circumstance (see below).
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- The background should be blurred where possible when not in the classroom.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Try to ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- All staff and pupils using audio communication must:
  - Use appropriate language – this includes others in their household.
  - Maintain the standard of behaviour expected in school.
  - Use the necessary equipment and computer programs as intended.
  - Not record, store, or distribute audio material without permission.
  - Ensure they have a stable connection to avoid disruption to lessons.
  - Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the **behavioural policy**.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

**Policy/Plan administration**

<b>Version number</b>	1
<b>Details of any amendment(s)</b>	Updated February 2021
<b>Date of issue</b>	Spring 2021
<b>Electronic copies of this plan are available from</b>	The school website
<b>Hard copies of this plan are available from</b>	The school office
<b>Date of next review</b>	Spring 2022
<b>Person responsible for review</b>	HT