

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.

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?

- In the first instance pupils will be sent home with a work pack to allow them to continue their learning at home independently. The work pack will contain both learning material and the equipment they may need to be able to access this work e.g. pencil, ruler, sharpener, wipe board, wipe board pen, exercise books etc.
- We would aim to have children accessing live lessons remotely by the next day of children being sent home, where pupils have devices. Where families do not have suitable devices the team at school will aim to get a school device (if available) to them as quickly as possible. We are trying to source more laptops where we can.
- We will support families to access remote learning on devices available at home by offering ongoing technical support.

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 PE children receive a daily challenge sheet. Art and RE are covered in our project packs
- The following subjects are taught through live lessons either by Zoom (KS1) or Microsoft Teams (KS2): Maths, Writing, PSHE, Geography, History, Science, Reading Skills, Reciprocal Reading, Spelling or Phonics
- FS2 – receive live sessions in Maths, Literacy, Reading and Phonics.
- FS1 – one daily session of story and Time to Talk.
- sample timetables can be found below (*these are subject to change*).

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:

Foundation Stage 1	1 x 30 minute session in the morning and 1 x 30minute session in the afternoon.
Foundation Stage 2	3 x 30-40 minutes live teaching via Zooms during the morning.
Key Stage 1 (Years 1 and 2)	8:30 – 12:00: Live lessons with the class teacher. A half an hour break is timetabled in. (3h) 12:30 – 15:45: Complete project work independently. (3h) A 15 minute break is timetabled Total study time: Up to 6 hours
Key Stage 2 (Years 3, 4, 5 and 6)	8:30 – 12:00: Complete project work independently. (3h 30min) 12:30 – 15:45: Live lessons with the class teacher. (3h) A 15 minute break is timetabled in. Total study time: 6 hours 30 minutes
Aqua (Nurture provision)	Individual times agreed with parents.

If an individual child is isolating then they would be expected to join the same hours as their class remotely.

Accessing remote education

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

- In Foundation Stage and Key Stage 1 (Years 1 and 2) children access their live lessons via Zoom.
- In Key Stage 2 (Years 3 – 6) children access their live lessons through Microsoft Teams.
- Pupils also have access to the following online platforms to assist with their home learning:
 - Times Table Rockstars.
 - Education City
 - Studyladder.

Individual classes may also access other platforms and are informed of this by their class teacher.

All passwords are sent home with the pupils' work packs.

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:

- Within the first two days of remote education taking place, class teachers will liaise with Senior Leaders in school to inform them of which children are not accessing the live lessons. This information is then used to contact parents either by phone or a house visit to check whether the family are able to access the lessons. Parents are also invited to contact the school reception to inform staff if they need help with accessing a device or other technical support.
- The school has a number of laptops and Ipads which it can lend out to families who need it. These are delivered as quickly as possible
- For families who have devices but struggle with internet connection we have a limited number of dongles which can be loaned out to families. The school is currently looking into acquiring additional routers, which we could then lend to families – we have so far received four from the government
- Families are encouraged to speak to their child's class teacher if they are worried about how their child will access learning online.
- Work packs include enough material in them for two weeks. In the case of a longer period of time new packs are delivered by staff from school.
- If children are not engaging well with online learning or do not have a suitable quiet place to work it is discussed whether these children need to come into school

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons) – 3 hours a day.
- Differentiated printed paper packs produced by teachers (e.g. worksheets) – used to supplement the live teaching lessons.
- Reading books pupils have at home – parents can request additional reading books when they need them.
- Recommended websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work – this offers children a selection of activities covering a range of curriculum subjects that they can complete when not in live lessons. This is updated every fortnight.
- Use of break-out rooms to support groups of children in a targeted manner.
- Where appropriate, some children will also be offered catch-up classes, in addition to their live learning sessions.

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 to attend and engage with live lessons.
- When children are not in live lessons, a responsible adult within the child's home should assist them with their project work. Our lesson time tables are sent home with the work packs to encourage a consistent routine.

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

- Class teachers will record the level of engagement by rag rating for each child who attends live lessons. This information is then shared daily with the Senior Leadership team and the pastoral team.
- At the beginning of lessons teaching assistants in the first instance phone families asking why a child is not online and encouraging them to join.
- If during a lesson a child drops out of the lesson the teaching assistant phones families immediately to ask what is happening and offer support
- If after contacting parents a child's lack of engagement is still causing concern, then a visit to the home from a member of the Senior Leadership Team or Pastoral Staff is made to discuss how we can help engage the child in their learning. This will take the form of a daily visit until engagement improves and will be continually monitored.
- If there are still concerns with a child not accessing remote learning (if it is safe to do so) they may be required to return to school to be taught in a bubble.

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:

- Daily feedback is offered to pupils during live lessons – this could take the form of quizzes or pupils reading out their work to the rest of the class and pupils giving responses in the chat box.
- Break out rooms offer the chance for small groups of children to read out their work and get instant feedback.
- For Key Stage one and Two pupils' work is submitted either through Teams assignments, by photograph or emailed to the class teacher who gives written feedback.
- Instant feedback is given to children, using digital platforms like Times table Rockstars, Education City and Studyladder.
- Fortnightly welfare calls are made by the class teacher to inform parents of their child's progress and engagement.
- FS pupils are given verbal feedback throughout their live learning session and can also submit photos
- Some marking of work will be done with children during their live lessons.
- Feedback also takes the form of verbal feedback throughout the live 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 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:

- Where appropriate, bespoke work packs are created for pupils with additional needs with resources which have been adapted to specifically match the level of learning.
- The Special Needs Coordinators are also available to offer additional support and guidance around how to support children with remote learning.
- The Special Needs Coordinators also quality assure packs to ensure individual needs are met
- Timetable variations may be appropriate for some pupils and the use of break out rooms to enable children to access learning in smaller more targeted groups may also be employed.
- Where necessary, further support can be obtained from other outside agencies such as the Autism Team, Learning Support and the Hearing Impaired Team etc.
- Regular phone contact (at least once a fortnight) by the class teacher to discuss how the child is getting on is made but can be more regular should the family wish it.
- All EHCP children are phoned weekly

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?

- Providing that the child is well enough to take part in lessons, pupils are expected to be online with the class from 8:30 – 15:30 with appropriate breaks.
- If the family don't have access to a device, school are usually able to loan them one and support with getting online within a day from when the child started isolating.
- A work pack is delivered to the child containing equipment and any paper resources (e.g. worksheets) they'll require during their isolation period.
- Work can be submitted online by Teams assignments, by photograph or emailed in to the class teacher. Once the child returns from isolation they can also return their work packs (which are quarantined) before the class teacher can then check up on the work which has been completed.

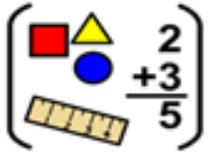
Supporting Pupils Mental Health and Wellbeing

How will school assist families in maintaining the mental health and wellbeing of their pupils?

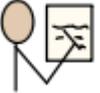
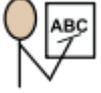
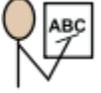
- Fortnightly welfare calls are made by the class teacher to all pupils in their class to check how they're doing with their online learning and if there's anything school can do to assist the family further. The information from these calls is logged and where necessary details of the call passed to a member of SLT or the Pastoral team who can offer further support or advice.
- During a whole school / class isolation period staff will endeavour to continue running after school clubs remotely where possible e.g. reading clubs.
- The Pupil Leadership team consists of a representative from every class in the following areas: Reading Champion, Learning Champion, Maths Champion, Rights Respecting Ambassador and the Healthy Minds Champion, continue to meet regularly agreeing measures to keep children motivated
- Our school also operates its own foodbank called 'Tinsley Tummies' which aims to provide food for families who are struggling. Families can contact the school and discuss their situation with any member of the SLT or Pastoral Team – alternatively they can make a request through their child's class teacher who will pass on their details to a member of the pastoral team who will then contact them to discuss the situation further.
- Children are encouraged to take regular rest breaks throughout the day and during their live lessons their break is used as an opportunity for them to reconnect with their friends remotely.
- To encourage children to connect with one another online challenges are set through the TT Rockstars platform and the individual class Team pages.

Sample Timetables

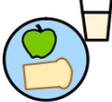
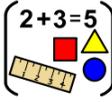
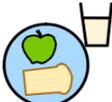
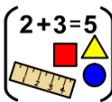
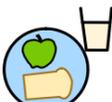
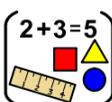
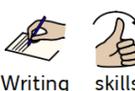
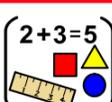
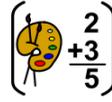
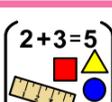
Foundation Stage Two

 8.30	 log in to Zoom	 Literacy
 10.00	 log in to Zoom	 Maths
 11.00	 log in to Zoom	 Reading

Key Stage One

Monday	Tuesday	Wednesday	Thursday	Friday
8.30- Handwriting 	8:30 Handwriting 	8.30 Zones of Regulations 	8:30- Reciprocal Reading 	8:30- Reciprocal Reading 
8.55- Writing 	8:55 Writing 	8.55- Reading Skills 	8.55- Writing 	8:55- Writing 
10:00 Break	10:00 Break	10:00 Break	10:00- Break	10:00 Break
10:30- Maths 	10.30- Maths 	10:30- Maths 	10:30- Maths 	10:30 Maths 
11.30- Spelling 	11:30- Topic  	11.30 Spelling 	11.30 Science 	11.30: Zones of Regulations 

Key Stage Two

	 8:45 - 11:30	 11:30 - 12:30	 12:30	 12:30 - 1:30	 1:30 - 2:00	 2:00 - 2:15	 2:15 - 2:45	 2:45 - 3:15	 3:15 - 3:45
 Monday	 Independent  Project	 Lunch	 On Teams  ready to  learn	 Maths	 Writing skills	 Break	 Writing	 Reciprocal  reading	 Independent  reading
 Tuesday	 Independent  Project	 Lunch		 Maths	 Writing skills	 Break	 Writing	 Reciprocal  reading	 Independent  reading
 Wednesday	 Independent  Project	 Lunch		 Maths	 Writing skills	 Break	 Writing	 Reciprocal  reading	 Independent  reading
 Thursday	 Independent  Project	 Lunch		 Maths	 Reading skills	 Break	 Reading skills	 Topic	
 Friday	 Independent  Project	 Lunch		 Maths	 Reading skills	 Break	 Reading skills	 Science	

