

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?

Children were issued work packs during the autumn term and an additional work pack prior to the Christmas holiday to complete independently in the event of isolation or national restrictions. Our differentiated work packs provided immediate access to appropriate school work whilst lessons were uploaded to the school platform. School will continue to provide these work packs as and when required.

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 lessons such as Forest School and Art, teachers have provided a range of alternative resources to use to enable children to access the lessons at home easily.

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 working through the input and independent work) will take pupils broadly the following number of hours each day:

(Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by year group if applicable)				
	Platform / software	Suggested learning time	Learning (Daily)	Feedback mechanism
<i>Reception</i>	YouTube – Daily RWI Phonics Videos Tapestry- uploads of daily challenges and other ideas.	2-3 hours	RWI Phonics Session Writing activity using sound of the day. Maths Challenge 1:1 Reading expectation 1 x Outdoor investigative task linked to Forest School objectives (Wed) Grid of challenge ideas linked to other areas of the curriculum (for parents to choose an activity a day to do with their child)	<i>Tapestry</i>
<i>Year 1</i>	YouTube – Daily RWI Phonics Videos Tapestry Times Tables Rock Stars White Rose Maths School 360 J2Blast - https://www.j2e.com/j2blast	3 hours	1:1 Reading RWI Phonics Sessions 4 sounds per week 1 x English Writing Task 1 x Maths Task (Either White Rose or Teacher Planned) 1 or 2 x Science/Art/History or Geography/ PSHE or R.E (Weekly) 1 x Outdoor investigative task linked to Forest School objectives (Wed) Children can access the resources below at any time to practise times tables and spellings: Times Tables Rock Stars – Times Tables to work on through Garage – Set for 2, 5 and 10 times tables. https://www.j2e.com/j2blast - To practise Year One Common Exception Words (Accessible through School 360)	<i>Tapestry</i>

Year 2	<p>YouTube – Daily RWI Phonics Videos</p> <p>Tapestry</p> <p>Times Tables Rock Stars</p> <p>White Rose Maths</p> <p>School 360</p> <p>School 360</p> <p>J2Blast - https://www.j2e.com/j2blast</p>	3 hours	<p>RWI Phonics Sessions (2 Sounds per week) – Until the end of Autumn 2</p> <p>(Spring 1 – SPAG Task to replace RWI Phonics Sessions)</p> <p>1 x English Writing Task</p> <p>1 x Maths Task (Either White Rose or Teacher Planned)</p> <p>1 or 2 Science/Art/History or Geography/ PSHE or R.E (Weekly)</p> <p>1 x Outdoor investigative task linked to Forest School objectives (Wed)</p> <p>Children can access the resources below at any time to practise times tables and spellings:</p> <p>Times Tables Rock Stars – Times Tables to work on through Garage – Set for 2, 3, 5 and 10 times tables.</p> <p>https://www.j2e.com/j2blast - To practise Year Two Common Exception Words (Accessible through School 360)</p>	Tapestry
	<p>Tapestry</p> <p>White Rose Maths</p> <p>Times Tables Rock Stars</p> <p>School 360</p>	4 hours	<p>1:1 Reading expectation</p> <p>1 x Spelling / SPAG Task</p> <p>(RWI Activities for targeted pupils)</p> <p>1 x Writing Task</p> <p>1 x Maths Task (Either White Rose or Teacher Planned)</p> <p><i>Times Tables Rock Stars – Times Tables to work on daily.</i></p> <p>3 or 4 x Science/Art/Topic /PSHE task (Weekly)</p>	Tapestry
Year 4	<p>Tapestry</p> <p>White Rose Maths</p> <p>Times Tables Rock Stars</p> <p>School 360</p>	4 hours	<p>1:1 Reading expectation</p> <p>1 x Spelling / SPAG Task</p> <p>(RWI Activities for targeted pupils)</p> <p>1 x Writing Task</p> <p>1 x Maths Task (Either White Rose or Teacher Planned)</p> <p>Times Tables Rock Stars – Times Tables to work on daily.</p> <p>3 or 4 x Science/Art/Topic /PSHE task (Weekly)</p>	Tapestry

Accessing remote education

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

The digital platforms and online assessment tools that Acomb First School are using are:

Tapestry, School 360, Google Meet, Times Tables Rock Stars, E Reader, RWInc via Ruth Miskin portal, White Rose Maths, School website.

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:

Following a questionnaire, school quickly identified families who do not own a suitable device for effective remote learning. School has loaned those families an iPad whilst the allocated DFE Laptops arrived. All of our families that identified themselves as not having a suitable device have loan of a school laptop or iPad to access remote learning.

If families are having problems accessing a device or reliable internet connection, please contact the school office for support.

Families who do have access to remote learning but find it a challenge are provided with alternative paper versions of the work which is collected by parents each week from school. This work is then dropped back off at school and submitted to teachers for feedback.

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:

- Differentiated slide shows produced by teachers that model the lesson objective effectively that require children to develop skills and knowledge and encourage deeper thinking.
- Recorded teaching (e.g. phonics videos, video/audio recordings made by teachers)
- Printed paper packs produced by teachers.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Live teaching (online 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?

Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible. During a school closure each child will be provided with learning to do at home and we have high expectations that all children will complete the work set. However, we do recognise that health and wellbeing are paramount and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home. We will consider the expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

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

Staff have daily contact with parents via Tapestry to check children's engagement with work. If a child is not accessing work, school contact home to offer help, support and advice.

All families receive a wellbeing phone call each week from school staff to ensure children are happy and accessing the work without problems. This also provides parents and carers an opportunity to ask questions, raise queries or give feedback. These conversations often lead to follow up work by school by way of additional support or resources, they are vital in ensuring our children have everything they need for successful home learning.

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:

Parents/pupils will be asked to upload a photograph of the written work via Tapestry.

Parents will be asked to drop off completed work in the school entrance if their child is using a paper based system and this will be quarantined for 48 hours before being given to the class teacher.

Teachers will share feedback with pupils via Tapestry. Feedback will consist of a positive comment and often a 'pink for think' comment to extend learning further. It is worth noting that the purpose of the 'pink for think' is to make improvements to progress learning and is not intended to be a criticism.

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:

Differentiated work as highlighted previously. Parents are given clear instructions of tasks and expectations for children's work.

Weekly phone calls from SENDCo, Learning Support Assistants and Class Teachers where appropriate.

Additional intervention resources for children with SEND and on monitoring list, provided online and in paper form when required.

Contact with external agencies when needed.

Continuing to allow observations to take place in school when appropriate, following all risk assessments.

Continuing with interventions for SEND children in school.

Additional resources provided to parents and children to support their learning.

Signposting families to external support groups and Local Authority resources such as the Padlets.

Advice provided to parents to support them and their child when needed for both school tasks and interventions, such as Maths resources pack.

Virtual interventions taking place for those in older classes.

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 have access to the same remote learning, teacher feedback and sequence of lessons that is provided for all children during a partial school closure. This is to ensure the sequence of lessons matches those taught in school to provide consistency for when the child returns to school.