

## **Remote education provision at Upham CE Primary School: information for parents**

As required by the DfE to be published by 25/1/21, 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**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Our plan is therefore to make available on the website, two days worth of activities under the Curriculum>Our Remote Learning that can be used whenever required. These will be drawn from the key ideas for that class and used to reinforce and practice skills already covered. These will be refreshed regularly so they match current learning. Critically, they do not contain new learning which would require some input and guidance. At the moment an isolation is announced, children would be directed to use these 'two-day-emergency' resources. This would 'buy the teacher some time' to convert their plans into remote learning plans – or if they are providing for some whilst others are in school, to distribute materials a day or so after having delivered them in-class. There are also additional curriculum projects to dip into that provide learning across the curriculum to supplement the Day 1 & 2 pages which could easily last 3 to 4 days if 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?**

As mentioned previously, for the first 1 or 2 days, children would be directed to the pre-prepared activities, drawn from recent learning from class. Following this period, the teacher will offer new learning on the website. This learning will deliver the planned curriculum for that point in the year, across all National Curriculum subjects. It will be delivered in the same manner as if in-class; through Blended topics (eg Rotten Romans) with aspects of Maths and English teaching discretely. English and Maths activities will be offered daily and at KS1 and EYFS there will be a focus on daily early reading skills, including phonics, just as in-class. Some other subjects may also not be linked to the topic and would be discrete.

Some adaptations would be made to some subjects, for example practical subjects using tools such as DT or physical education involving team skills such as invasion games. Learning will be adapted to deliver the core processes skills or learning stages (as identified in school long-term progression planning) with modification of the context.

A few aspects of the curriculum might not be able to be delivered, such as swimming, and in these isolated cases this learning will be delayed and replanned for later in the

## **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 mirror a normal school working day and therefore take pupils broadly the following number of hours each day:

	Upham Provision	DfE Minimum expectation
Key Stage 1	Note physical activity and play is also encouraged (to mirror the school day) in addition to the below timings  4 sessions to mirror the school day + short phonics, messages & stories  4+ hours daily	3 hours daily

Key Stage 2	4 sessions to mirror the school day, messages & other additional challenges  4-5 hours daily	4 hours daily
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Of course different children may take different times to complete activities. Session times are a guide. If a child is motivated to keep working longer in order to complete that can be encouraged but equally if they are find it tricky it is worth stopping after the session.

Additional activities and links to other resources are also provided to offer further learning where there is motivation to do so.

## **Accessing remote education**

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

The school website is used as the gateway to outline the remote learning. Each class has a designated page on the Our Curriculum> Our Remote Learning page. This is organised like a school day – when in school, children see their daily timetable on the white board and the website mirrors this approach.

Video messages from staff are used to engage and direct children.

Live interactivity is offered through a range of tools. Microsoft Teams is used to enable children and families to connect and interact. If some families are unable access this platform then Zoom may also be used. During periods of longer closure, Google Classroom, utilizing Google Meets, will be introduced to children, initially upper KS2 and then cascaded through the school once children and families are ready.

### **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:

Previous analysis of access to digital resources and feedback from parents (during academic years 2019/20 and 2020/21) has informed our approach to remote learning provision.

Through interaction with families, classteachers are able to identify families where they have difficulties sharing devices or accessing the internet. Parents are also encouraged to discuss any difficulties with the headteacher through regular correspondence.

The headteacher will discuss any needs with parents/ carers and offer support (including resources accessed from the DfE laptops for schools scheme). In addition classteachers will offer specific advice on how best to approach the remote learning they have set to overcome limitations of access (which could include paper materials if required).

## **How will my child be taught remotely?**

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

A wide range of resources and approaches are used to teach pupils remotely. Some examples of remote teaching approaches include:

- Instructional material on the website – written explanations, diagrams, powerpoints, images & photographs
- live teaching (online lessons) using video conferencing tools (eg Teams, Zoom, Google Classroom)
- recorded teaching (e.g. Oak National Academy lessons, White-Rose Maths, BBC)
- video/audio recordings made by teachers, the headteacher and learning support assistants (LSAs)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- access to existing on-line resources such as Bug Club reading scheme books and ePlatform electronic library books

## **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 strongly encourage all children to complete as much of the remote learning as possible. However, we also encourage parents to be responsive to how their child is coping. A child may benefit from a long walk outside to build their physical and mental health (and resilience) rather than force completion of something they are struggling with. In addition, we encourage parents to embrace other positive learning experiences, such as on an extremely frosty day spending time outside exploring.

The home-learning is presented in a session by session, daily format to make it easier for children to independently work through or for a parent to direct (such as for younger children). This also makes it easier to break things up and complete tasks in order. This also supports a parent with a daily routine to mirror school: eg Session 1, break, session 2, lunch, session 3, break and session 4 to end.

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

As part of remote learning, it is expected that there will be regular email communication via the class email addresses multiple times during the week, parents & children are encouraged to send through examples of their work. From this process it is apparent where a family changes or perhaps starts to disengage.

Initially, a teacher would phone or email the parent to say hello, to have a chat with the children and just see how everyone is doing. They will offer encouragement to re-engage, perhaps using an upcoming video meeting as an example. If this does not encourage, they will discuss this further with the headteacher who will then make contact with the family.

If a family is unable to connect to video 'meetings', such as a pattern or missing two, then the teacher will make contact with the family to check they knew it was happening, to check there are no access issues and offer encouragement.

### **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:

Children and parents are encouraged to email pieces of work to the class teacher via the class emails. Two or three pieces of work each week will be key pieces that the teacher will assess (likely to be a strong English, reading or Maths focus) using existing materials that would have normally been used in school. Children will be given feedback about these pieces, either by returning a version with teacher additions or via email. Feedback will be given using the normal approach that would be used in class so it is familiar and informative (ie green comments and 'think pink' improvements).

In addition, children and parents are encouraged to send in other pieces of work, particularly of end products that might have been produced in DT, cooking or Art. At times this might include photographs or video clips. Teachers will offer simple feedback or at the very least positive acknowledgement and encouragement via email. In addition, video clips and messages from the teacher or LSA will be used to offer feedback in a more general sense to the class.

During video 'meetings', feedback will be given throughout, as would be the case in normal class face-to-face interactions.

## **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:

Due to our need to provide for provision of mixed age group classes, much learning is offered in differentiated levels. Children are encouraged to assess how they feel about the learning, such as 'if you want to practice this some more do this task'. Children with SEND can navigate these differentiated options.

For those children with more individualised needs, teachers or the SENCo would engage in correspondence with the parent to work out the best delivery. As with much provision at Upham School, this is likely to be individualised due to our small numbers. This could include different timescales for tasks, or using recommended particular resources or support tools. Where a child has a particular learning need, some individualised activities and instructions might be sent directly to the parent via email, rather than displayed on the website in a 'public' manner. There would be an individualised approach to feedback as well. This might also include 1-to-1 video 'meeting' activities or supports that mirror the supports or interventions that would have taken place in school.

Class 1 (EYFS) and to a certain extent Year 1 are still learning through play. Towards the beginning of the academic year, children are carefully introduced to short bursts of other learning such as number work or phonics. It is therefore very difficult to set tasks for independent remote learning.

What we will do, is suggest activities that would mirror the sort of general provision available during play, such as opportunities for construction toys or imaginative 'small world' play with some other short games or activities described. We would also encourage children to follow their own interests; the best learning is to become immersed in something they want to do, be that building a ship out of cardboard boxes or digging to find worms to draw!

Instructions will be given to those adults (ie parents) working with their child for how to deliver, things to say, what to look out for and how to approach activities. Video conferencing will include parents so that advice can be relayed alongside interaction with the child.

## **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 a child is ill, then they should rest and recuperate. However, if they were in themselves fine, but forced to complete the isolation period of 10 days, they too would first complete the 2 day emergency material on the remote class pages. The classteacher would endeavour to send materials which have been used in class. This is likely to be via email if just an individual. Correspondence can be maintained via the class emails so that learning can be assessed and feedback provided. The classteacher of course is still teaching the rest of the class across the day so this needs to be fitted in as efficiently as possible.

## Overview Chart to Explain Remote Learning for Those Self-Isolating

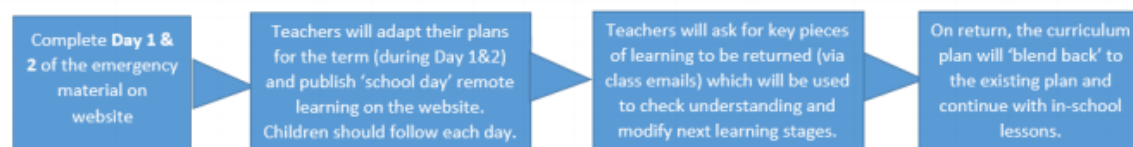
This chart may explain the different situations more clearly:

### What if your child is ill?

If they are ill and cannot come to school they should rest and recuperate; if they would be well enough to some work, they should be in school. When they return to school, we will catch-them-up as much as possible.

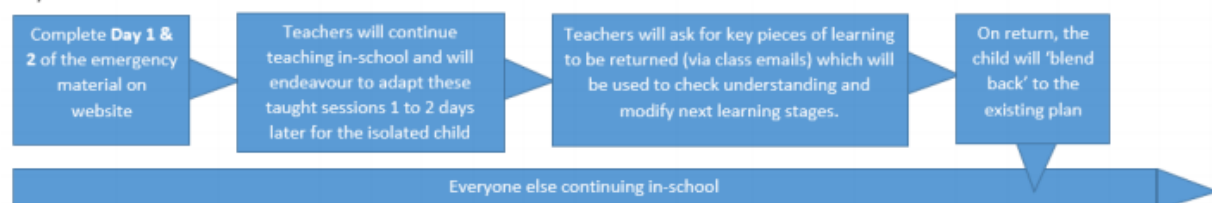
### What if my child's bubble or the whole school is isolating, due to a closure?

If we were required to send a whole bubble home or if the whole school were to be forced to temporarily close due to a local-lockdown, they should follow the remote learning which staff will adapt from that already planned. On return, this will blend back into the existing plan to the term.



### What if my child is needing to isolate at home because they have COVID symptoms or someone else in the household does?

If a child is unwell themselves, they should rest and recuperate. At the point when they are well enough to complete some work/ or if they themselves are well but are isolating due to a family member, they should complete the remote learning with the aim of blending back with the learning in the class when they return:



### What if my child is isolating whilst waiting for a COVID test?

If they are unwell they should rest and recuperate, regardless of if the symptoms are COVID or not. If they are able to work but needing to isolate awaiting test results, this should complete within a day or two so any missed learning can be caught up on return to school. However, the Day 1 & 2 emergency plan materials could be used.