

# Remote Learning

St Stephen Churchtown Academy



January 2021

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents/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 day or two days of isolation, pupils will access their work online:

- EYFS will access this on Tapestry
- KS1 and KS2 will access this on Google Classrooms

### **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 sessions we have taken account resources which you may or may not have in the home.
- For Maths and English, CGP books have been provided to complement our online offer and to support parents/carers with the content delivery

## **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

## **Accessing remote education**

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

EYFS (Nursery and Reception) – Tapestry

KS1 and KS2 – Google Classrooms

School has provided login details to each parent so that they can access their online account and the daily work that has been set.

### **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:

- We have a very small number of devices available to lend out – phone the office on 01726 822568 if you think we could support you with a device
- If you require access to the internet, we have a stock of Vodafone sim cards with 30GB data. Alternatively, you can seek support via our Aspire ICT help team – see school website for details or contact the school if needed.
- If you require printed copies of work, besides the CGP books, request these via telephone.
- To submit work (without online access), please place in an envelope and post to the school at the end of each week or access a telephone consultation with the class teacher.

### **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:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs from CGP and additional materials 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
- daily lessons as your child would access in school (see below for the outline)
- weekly TEAMS meetings – well-being sessions for pupils

## Overview of Weekly Home Learning – what is set?

KS1 and KS2		
English	Maths	Topic
<p>1x Spelling (CEW and Weekly Spelling Focus)</p> <p>1x Comprehension</p> <p>1x SPAG</p> <p>1x Handwriting</p> <p>1x Writing activity (open ended) in lined book</p> <p>Encourage your child to read each day – on Rising Stars if on school reading scheme or Oxford Owls</p> <p>Daily Phonics in Y1</p> <p>RWI Spelling</p>	<p>2 x 10-minute weekly workout CGP (Autumn term)</p> <p>3 x Number Sense (KS1)</p> <p>1x Times Tables</p> <p>Practice/Number Bonds – TT</p> <p>Rockstars/Sumdog</p> <p>3 x White Rose videos and follow up sheet</p> <p>2 x CGP Targeted Maths activities to consolidate the White Rose learning</p> <p>1X Mental Workout CGP (KS2)</p>	<p>Activities to mirror in class foundation subject learning.</p> <p>History/Geography</p> <p>RE</p> <p>Music</p> <p>PE</p> <p>Art/DT</p> <p>Science</p> <p>Languages (KS2)</p>
EYFS - Nursery		
<p>Daily name writing</p> <p>Phase 1 daily phonics</p> <p>1x Nursery Rhyme</p>	<p>5 x practical activities linked to weekly topic</p>	<p>Activities to mirror in class foundation subject learning.</p>
EYFS - Reception		
<p>Daily spellings (practical and written) – Phase key/tricky words, Phase 2/3 words</p> <p>Daily Phonics Activity then linked to handwriting (CPG)</p> <p>Daily Reading using Rising Stars</p>	<p>2 x Maths Power points linking to CPG Books.</p> <p>2 x practical activities linked to weekly topic</p> <p>1x Numbots</p>	<p>Activities to mirror in class foundation subject learning.</p>

## **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 your child to engage daily and upload the work that they have completed.
- We ask that parents/carers support their child to access the learning whilst also allowing them some independence to complete it. A suggested session might involve a short introduction from the parent/carer using what the teacher has set as an introduction, independent learning and then joint discussion at the end of the session.

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

- We will check engagement and the work submitted regularly throughout the day, as well as respond to any questions and provide feedback.
- If engagement is a concern, your child's teacher will try to make contact initially to offer support. If engagement continues to be a concern, a member of the Senior Leadership Team will make contact to formulate a plan for future engagement.

### **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:

- Written feedback which can consist of what has been done well and any suggested next steps/corrections as appropriate.
- Pupils will receive regular feedback on the learning.

## **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:

- Pupils who are on a Learning Passport or EHCP have been provided with additional materials in the home learning packs to supplement the online work. This will be directly linked to their individual area of need.

## **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?**

In the event where individual pupils are self-isolating, they will still be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in several different subjects, including providing feedback. This will consist of daily Maths and English work as well as a Topic or Science lesson. Alongside this, teachers will provide regularly opportunities for each of the foundation subjects such as: ICT, Music, PE, Art, DT and languages (KS2).

## Remote Education Key Contacts

### Who do I contact if I have any queries or questions?

Whole school – Miss L James

EYFS – Mrs C Ridpath

KS1 - Mrs C Smith

KS2 – Mrs N Price

SEND – Mrs J Ellis or Mrs R Geach