

Remote Learning Outline - Acomb Primary School

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?

Reception and Year 1 pupils

- Online access to digital education on Tapestry
- Paper packs of provision to support learning where appropriate

Year 2, 3, 4, 5 and 6 pupils

- Online access to digital education on Google Classroom
- Paper packs of provision to support learning upon request

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?

Reception

- Families will be encouraged to use Tapestry to access and share the learning of their children
- Families will also be provided with paper based activities should they require this
- Differentiated activities suit the learning needs of all students
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- Recorded content will be delivered daily and will include:
 - Daily phonics
 - Daily maths
 - Daily story time
 - Daily literacy (which cover all 17 areas of the Reception curriculum)
- Weekly content to include:
 - Guided Reading activities
 - Suggested activities that relate to the Reception curriculum
 - PE and PSHE lessons/discussion points

Year 1 and Year 2

- Families will be encouraged to use Tapestry (Year 1) and Google Classroom (Year 2) to access and share the learning of their children
- Families will also be provided with paper based activities should they require this
- Differentiated activities suit the learning needs of all students
- Lessons will be planned, sequenced and linked to school curriculum

- Blended content (live and pre -recorded)
- Recorded content will be delivered daily and will include:
 - Daily handwriting
 - Daily English (x3 days writing focus)
 - Daily maths
 - Daily story time x 2 (One relating to English covered/One additional with no link to English taught)
 - Daily phonics
- Weekly content to include:
 - A weekly timetable that sets a suggested order for home learning over the week
 - PE busy board
 - PHSE lesson
 - Weekly busy board comprising of activities based on the foundation curriculum being taught at the time
 - Specific foundation subject material

Years 3-6

- Families will be encouraged to use Google Classroom to access and share the learning of their children
- Families will also be provided with paper based activities should they require this
- Differentiated activities suit the learning needs of all students
- Lessons will be planned, sequenced and linked to school curriculum
- Blended content (live and pre -recorded) to include twice daily Google Check Ins
- Daily content to include:
 - Daily smart start
 - Google check in twice daily
 - Daily maths lesson
 - Daily literacy session
 - Daily reading session (either class book related or Guided Read activity)
- Weekly content to include:
 - A weekly timetable that sets a suggested order for home learning over the week
 - 3 days of grammar and spelling
 - Different foundation subject lessons daily

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	3 hours- KS1 4 hours- KS2
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Accessing remote education

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

- EYs/ Y1- Tapestry

- Y2-Y6 Google Classroom, Google Meet

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:

- Chromebooks will be available to collect from schools via pre-arranged appointments. We are currently monitoring students usage of Google Classroom and Tapestry to see which children are engaging using a specific spreadsheet accessible to all staff
- The DSL/Deputy DSLs/classroom teachers will call home where it is felt a child may not have appropriate access to a device. Parents have also been informed via Newsletters and other school communications to get in touch if they have do not have sufficient resources at home.
- When devices are distributed, parents will be asked if they have a good internet connection. Where they do not, the school has access to data specific SIM cards and can support parents in increasing mobile data through the new internet data scheme
- Where it is not possible to get a child online, resources will be posted home or made available for parents to collect from outside of the school reception area. This is a last resort for most children as school teams are working hard to make devices and internet available for every child. Those children with specific needs are catered for on a 1:1 basis based on their need.
- Parents are encouraged to either mark their child's work with them or send their child's work in for marking by a teacher
- The school's Senior Leadership Team will identify any pupil premium, EHCP or school identified vulnerable child to ensure they have access to devices, internet or alternative resources as necessary.

How will my child be taught remotely?

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

Acomb Primary School will use a range of approaches to teach pupils remotely as listed below:

- All content will mirror the school timetable and children will not be encouraged to work outside of the timings of the school day
- A blended mix of live and pre-recorded content will be available during the majority of sessions
- Daily check ins via Google Meet will take place twice daily (9am/1pm) for Years 2, 3, 4, 5 & 6
- Weekly PSHE lessons will allow teachers in Reception and Year 1 contact with the children in their classes

Acomb Primary School uses a variety of websites to support learning daily. These include

- My Maths
- Times Table Rockstars
- Bug Club
- Spelling Shed
- Maths Frame
- White Rose Maths
- Busy Things

Pupils at Acomb are also encouraged to:

- Exercise daily (e.g. PE with Joe Wicks)
- Engage in extracurricular challenges posted online by teachers (gardening, cooking etc.)

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?

Children and parents are expected to follow the protocols shared with them in the following documents:

- *The School's Google Meet protocol*
- *The School's Remote Learning Policy*

(the above documents can be found on the school's website - www.acombprimary.org.uk)

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

At Acomb, teachers should:

Monitor the engagement of pupils weekly in relation to:

- whether they are interacting sufficiently with home learning (Tapestry and Google Classroom)
- whether they are accessing reading through Bug Club (all year groups)
- whether they are present at one of the two check ins daily (Years 2 to 6)

If a child is flagged as a concern in terms of their engagement:

- An initial phone call made by the child's teacher
- A follow up phone call by a member of SLT should the teacher not get through
- A visit to the child's house should a member of SLT not gain contact via phone

All phone calls are logged and a brief summary of the conversation noted. If there are serious concerns beyond engagement with home learning, these are logged on CPOMs for the DSL and her deputies to review.

All of the above is recorded by teachers using a spreadsheet which is accessible by all members of the SLT who monitor this daily.

Teachers are encouraged to fill out a daily engagement log to identify specific subject concerns. This is advised but is not compulsory.

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:

Reception and Year 1

- Tapestry will be monitored by all staff based in these areas. This monitoring will consist of checking for daily interaction by parents and responding to there where appropriate. All posts will be used to support assessment judgements

Years 2 – 6

- Work will be monitored daily with general feedback given individually or to a whole class. This feedback can be either written or verbal (using Mote).
- Once a week, children's literacy and maths work will be marked in depth with comments given individually. This feedback can be either written or verbal (using Mote).
- All of the above is in line with the school's marking policy
- It is an expectation that children respond to the feedback given and time will be allocated in the weekly timetable for this.

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:

How we work with families to deliver remote education for pupils with SEND

- children with an Education, Health and Care Plan (EHCP) who are not in school will receive support from school (SENDCo/class teacher) to work towards achieving outcomes set in the EHCP (where appropriate). This may take the form of any of the examples of remote teaching approaches outlined above
- children with an Education, Health and Care Plan (EHCP) who are not in school will receive weekly 'check-ins' from school (SENDCo/class teacher)
- schools will always have an available school place for children with an EHCP, though recognise that parents may choose to educate their child at home.
- Children with My Support Plans (MSP) will be supported by class teachers as outlined above. In addition, class teachers may provide bespoke learning packs and additional resources to support parents working with their children towards outcomes set in the MSP. The school SENDCo will discuss with parents and the class teacher options for reviewing MSP outcomes. This may be through a virtual review meeting, or as part of engagement and feedback as outlined above.
- The school SENDCo will continue to liaise with outside agencies and, if possible, facilitate virtual meetings as and when required.
- All children on the SEN register will have weekly check-ins from the class teacher; additional provision may also be put in place as needs require. This may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan
- for younger pupil, measures as outlined above and also additional bespoke support which may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan
- Weekly contact from the SENDCo with children who have a EHCP and MSP in school - you mentioned those at home but I am contacting them all.
- The SENDCo will also organise termly review meetings of the EHCP outcomes - you mentioned MSPs
- Risk assessments have been completed on all children with an EHCP
- MSP and EHCP outcomes and provision used to support online and class support.
- Continue to support virtual speech and language sessions using WEBEX
- Send home relevant information from outside agencies to support families at home - Educational Psychologist drop-in sessions - flyer attached to the newsletter.

Support for parents/cares

We offer support for parents/carers through help guides available on the school website as well as regular contact via email or phone call if this is required.

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?

The school has a robust set of scenarios that parents and carers can follow to support those children who may be self-isolating. If the child is unwell, they would not be expected to follow the work set. If they are isolating but well, they would follow the work as outlined above.