



Respect...Kindness...Diversity

**Baslow St-Anne's**

**C of E Primary**

**Remote Learning Provision**

## **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 lockdown when it was announced work packs had already been prepared in anticipation that children would be required to work from home. The school quickly adopted Google Classroom recommended by Derbyshire. Families, children and teachers are fully on with delivering remote learning through Google Classroom. This is a mixture of:

- ✓ Live drop-in register every morning
- ✓ Live lessons, timetabled throughout school to try and balance for the families that have siblings
- ✓ Recorded teaching and learning
- ✓ Work set to carry out independently
- ✓ Links to BBC Bitesize and other useful educational sites
- ✓ Mental wellbeing check in document/PSHE
- ✓ PE and Sport
- ✓ Challenges
- ✓ Quizzes

## 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, we have adapted some of our topics to ensure that coverage is effectively delivered both in and out of school
- We have ensured that there is effective provision for supporting mental wellbeing: live drop ins to see everybody, 'How are we feeling' Google document, quizzes, challenges, rewards

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

The remote education is equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

|             |  |
|-------------|--|
| Reception   | ✓ 3 hours but less structured – more drop in or 1:1 zoom |
| Key Stage 1 | ✓ 3-4 hours a day  |
|             | ✓ Broken down with live drop in register                 |
|             | ✓ Live lesson approximately 3-4 times a week             |

|             |   |
|-------------|---|
|             | <ul style="list-style-type: none"> <li>✓ Live story times/show and tell times</li> <li>✓ 1:1 readers/book club</li> <li>✓ Booster groups</li> <li>✓ Reading book changed weekly</li> <li>✓ Work set for children to complete</li> <li>✓ 1:1 Zoom sessions/telephone call with children who require more input/ support mental wellbeing</li> </ul> <p>(Number of hours – there are <u>minimum expectations</u> for remote provision. Consider breaking this information down by year group if applicable)</p> |
| Key Stage 2 | <ul style="list-style-type: none"> <li>✓ 4-5 hours</li> <li>✓ Live daily register</li> <li>✓ Live lessons – teacher to stay on line to support when needed through independent activity</li> <li>✓ Pre-recorded lessons</li> <li>✓ 1:1 or small group Zoom sessions/telephone call with children who require more input/ support mental wellbeing</li> <li>✓ Booster/intervention groups (sub group on GC) with Teaching Assistant to support learning</li> </ul>   |

|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>✓ Activities/lessons set</li> <li>✓ Marking and shared feedback</li> <li>✓ Quizzes/challenges/Rewards</li> <li>✓ Mental wellbeing check-in documents</li> </ul> |
| Key Stage 3 and 4 | N/A  |

## Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

- ✓ Google Classroom – whole school main classroom
- ✓ Class Dojo (some classes) – rewards and sharing of photos
- ✓ Links to White Rose, BBC Bitesize, Oak Academy, other relevant sites

### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details):

- Through effective communication with parents (ie: class e-mail, school e-mail, Google Classroom) parents are encouraged to inform school if IT support is required at home eg: loan of laptop, internet support etc.
- School have a home loan laptop agreement that parents are asked to sign when being given a laptop to loan at home
- School are ensuring that enough laptops and devices are available for those who require one at home and enough in school for the children attending to use
- Parents can access any printed materials needed if they do not have online access by asking their class teacher through our communication routes (class e-mail, school e-mail, Google Classroom, telephone). Teachers will print the work, inform parents and leave bagged on the school gate to collect at convenience
- Likewise, pupils/parents can submit work to their teachers in printed form by leaving it bagged up on the gate for teachers to collect if they do not have online access

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

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) – timetabled across the school so families can manage more than one child's online learning
- recorded teaching (e.g. BBC Bite size, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) eg: CGP books for Year 6, maths workbooks (WhiteRose KS1), activity packs - Reception
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg: Yoga, mindfulness, Joe Wicks PE, Go Noodle, PE/Sport activities, topic eg: Horrible Histories
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)- open ended challenges and research projects to enable as little or as much participation for those who would like more , but being mindful of our busy working parents who don't want to be overwhelmed

## 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?

In this section, please set out briefly:

- Our teachers wholeheartedly support all parents and children in school and those who are working at home. The school constantly reflects on how we can ensure equity between those at home and those at school. We understand that the amount of work that can be covered will vary between different families and their circumstances, therefore, we highlight work that is priority and signpost work that is a choice/extension/challenge
- We encourage constructive feedback so that we keep listening and navigating our remote learning forward, trying to balance supporting those who are at home, with those in school
- expectations of parental support balanced with own pressures of working from home for example, setting routines to support your child's education as much as possible with the understanding that some days this may more than other days and whatever support can be put in for your child, that it will make a difference

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

In this section, please set out briefly:

- Every day class teachers will engage with their class via online live register, messages/questions posed on GC, live lessons and through feedback to work completed. If there are concerns that the child is not engaging as much as they could, then the class teacher will communicate to the parents via a phone call, e-mail etc. to check in and make sure that everything is ok and to see if any further support is required
- Teachers will also monitor and check in on the child's mental wellbeing and if it is felt that further support is needed the teacher or Headteacher will contact the family and offer support
- Monitoring of work/activities completed daily, again if any concerns, communication is made to offer support and look at ways to ensure that the family have the right provision

### 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:

- Feedback will vary and include: marked work that is 'handed' in, verbal feedback in live sessions, quizzes, booster/intervention sessions, written feedback via GC, e-mail, class awards/Headteacher's awards, calls to support mental wellbeing
- Children will receive feedback in various forms daily and as often and as manageable as possible

## **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:

In this section, please set out briefly:

- Teaching and Learning Assistants are supporting class teachers either remotely or in school to support either individual children or groups of children with their learning eg: maths interventions, booster, dyslexia support, reading support. Likewise, support is in class in school to allow teachers the time to support these groups or individuals who are working at home
- Resource packs and individualised planning have been offered and supplied for children with additional needs
- Strong communication is in place between school and home to ensure that we support as effectively as possible
- For younger children, 1:1 online support with parent and child is offered eg: speech and language sessions

## **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 your child has to self-isolate we will endeavour to ensure individual pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This may be in various forms of: activities set in a resource pack given out, links to educational sites, work set on GC, joining in on live sessions where the class teacher delivers the lesson in class and streams live on Google Classroom. Feedback will be given either, verbally in the live session, via GC, e-mail or a phone call. You will be encouraged to check in each day to let your class teacher know that you are ok and to see if there is any further support needed whilst self-isolating.