

St Helen Auckland Community Primary



Remote Learning information for parents

January 2021

This information will give families clarity of what is expected during remote learning by school and home. It covers those at home throughout the period of remote learning through national or local restrictions as well as when bubbles (classes) or individuals are self-isolating.

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?

As soon as your child needs to be sent home or is required to access remote learning they will have immediate access to their class learning via Microsoft Teams. Each child from FS2 – Y6 has their own log in details and if lost or forgotten can be requested via the office.

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.
- The curriculum focuses on core subjects – reading, phonics, writing, maths and a high weighting to Physical & Creative Learning and their wellbeing.

Core offer – every day	Additional: - each week
<p>Uploaded the night before where possible</p> <ul style="list-style-type: none"> • Reading – through ‘myon’ • English – spellings/ phonics activities • English- writing activity • Maths activities- powerpoint slides, oak academy, white rose hub lessons, video clips and Times table rock stars (KS2) • Topic based learning with a range of key subjects e.g. science, PSHE, computing • physical activities • wellbeing/ family activity • Have a musician of the week and listen to one of their songs every day. <p>Teacher is available to support children and families each afternoon, 1-3pm</p>	<ul style="list-style-type: none"> • Story time with the teacher/ teaching assistant • Reading comprehension / activity • Prioritise science, computing (especially e safety) and PSHE. • Key objectives from other curriculum subjects balanced over each half term. • Phone call from the learning mentor • Phone call from member of staff (teacher, SLT, PSA) to support with learning or more complex issues • School assembly uploaded on Parentmail

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:

Foundation Stage	1 – 2 hours a day (Reception 2 hours, Nursery 1 hour of activities)
Key Stage 1	2 – 3 hours a day
Key Stage 2	3 – 4 hours a day

Accessing remote education

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

We are using Microsoft Teams as our platform for remote learning. The teacher will upload a video or written message every morning which can be seen in 'posts'. Here they will explain the days learning and where the information can be found. They are making links with you tube videos, Oak Academy lessons, White Rose Hub, BBC learning programs and clips they have made themselves.

Children also have log in details for Accelerated Reader 'myon' where they can access reading materials aimed at their reading levels as well as comprehension tasks to check understanding. They are expected to access this every day.

Children in KS2 also have access to Times tables Rockstars to support learning and practicing tables.

Children in Nursery have daily videos from the staff to support all areas of learning with follow up ideas of activities to try at home.

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 audited the need for digital devices and internet access within the school community
- Dfe laptops have been allocated on a needs basis and we are actively trying to gain more devices to support families further who are sharing
- We have sim cards and sim router devices to allocate to families with broadband issues
- Families are supported to upload work into their child's folder on Microsoft Teams
- School is sourcing 'work books' for core learning that can be kept at home for children struggling to upload their work
- We are providing a pencil case of stationary & exercise books for each child to support with home learning.

How will my child be taught remotely?

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

- Pre-recorded teaching sessions uploaded to Teams posts
- External recorded teaching from Oak National Academy lessons
- Links to You Tube teaching sessions particularly for phonics
- Links to BBC programmes where they fit with the curriculum focus
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g physical and creative learning and wellbeing *
- Power points learning sequences
- On line quizzes and assignments
- My on reading platform
- Mini projects linked to topics where relevant
- Family projects

*E learning platforms:

- Times tables rockstars KS2 only – www.ttrockstars.com
- Oxford Owl all year groups– www.oxfordowl.co.uk
- SPAG.COM Y6 only – www.spag.com
- IXL all year groups – www.uk.ixl.com
- Fiction Express – to improve reading habits in KS2 or more able KS1, en.fictionexpress.com/login
- Phonics play – Phonic practise – www.phonicsplay.co.uk

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 all children to have time each day accessing their own class learning.

It helps to set a daily routine.

Encourage your child to access all subjects not just their favourite ones.

Praise them for their efforts and give them short bursts of learning rather than sitting for too long waiting for a piece to be completed.

The teachers have given suggested timetables to follow for each class if it is helpful.

Children need to upload work regularly to allow the teachers to give feedback on work completed.

Parents / families to contact school if they have any worries or concerns for their child's learning or mental health.

Parents to stick to the current National or Local restrictions.

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

Teachers have created a marking and feedback sheet that is in each child's own file.

- Personalised feedback at least twice a week will be posted on this form.
- General feedback to all the children in the class will be given in the posts section to motivate those who have provided evidence as well as support others to have a go.
- Each week the curriculum lead will look at the provision of remote learning to ensure it is consistent and engaging for the children.
- Children not accessing the learning for more lengthy periods of time (this can be accessed in the TEAMS insights section) will receive a supportive phone call from the PSA or SLT to iron out any issues that may be restricting regular learning.
- Any concerns will be addressed via phone calls home rather than via the TEAMS platform that is not private to that child.

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:

- Personalised feedback at least twice a week will be posted on the form in their own file.
- General feedback to all the children in the class will be given in the posts section to motivate those who have provided evidence as well as support others to have a go.
- Quizzes and assignments may be used with older children that can offer more robust marking and feedback.

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:

- Differentiated work uploaded to their own files linked to their support plans
- Resources and supportive materials made available from the class to be sent home
- Access to apps they use in the classroom
- Regular phone calls from the learning mentor home to support any emerging issues

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?

Your child will access the same learning at home as set out in previous sections as this is mirrored in school. The teacher is teaching in class in the morning and supporting those at home each afternoon.