



# Singleton Church of England Primary School



## Remote Education Information



# Remote learning during Lockdown situations

## Our Approach:

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we will offer a variety of daily remote-learning activities as per government guidelines but be understanding that pupils may not always be able to complete them all. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. Please support your child as best you are able.

## Remote Educational Provision

### Strategy for Remote learning - Possible Scenarios

As a staff we have tried to plan for every eventuality and as such we have put together a potential overview of how we hope to address all eventualities. We stress the word hope as the underlying factor in all of this is that the wellness of the staff will dictate whether we can implement the strategy.

- Staff absence in a small school has significant implications as we do not have a bank of staff upon which to draw to cover classes.

We have identified potentially 8 scenarios where as a school we may have to implement Remote learning in some form

We will use a best endeavours approach to respond to the scenarios in the ways outlined in the table below. The barrier to this in our small school will be the limitations that having a small staff team brings. The implementation of the actions stated below all rely on having the staffing capacity to effectively respond.

SCENARIOS	ACTION
1. Teacher and all children in attendance	<ul style="list-style-type: none"><li>• Normal classroom routines</li></ul>
2. Teacher and most of class in school, <b>individuals off ill</b>	<ul style="list-style-type: none"><li>• Normal classroom routines, no need to send work home – child ill</li></ul>
3. Teacher and most of class in school, <b>individuals isolating</b>	<ul style="list-style-type: none"><li>• Isolating Children will have remote learning in place that mirrors as far as reasonably possible what is being taught in school.</li><li>• Work will be accessed at home via Microsoft Teams for isolating children.</li><li>• Work will be set like a normal working day but will have deadlines</li><li>• School will be using some of the Oak Academy resources so that the children can watch the videos of teachers teaching to support their learning.</li><li>• We will use a best endeavours approach to try and ensure that we have some live learning sessions with the isolated children each day. This will be dependent on staffing capacity and availability</li><li>• For KS1 and FS – the isolated children <b>will have</b> a phonics session daily – this may be pre-recorded or potentially a live lesson again dependant on staffing capacity</li></ul>
4. <b>Teacher in school,</b>	<ul style="list-style-type: none"><li>• <b>Timetables similar to examples below will be implemented</b></li><li>• All classwork will be loaded on Microsoft Teams</li></ul>

<p><b>class isolating</b> (e.g. teacher been off for any reason, then class goes off, no overlap, no contact)</p>	<ul style="list-style-type: none"> <li>• Teacher / TA uses Microsoft Teams for live learning interactions throughout the day (see below)</li> <li>• Oak Academy or staffs own resources will be used– these include video resources to support home learning</li> <li>• The lessons provided will be a continuation of what the children are currently doing in school</li> <li>• Children will be expected to work a normal school day and complete work</li> <li>• Children can submit work via teams</li> </ul>
<p><b>5. Teacher home ill</b></p>	<ul style="list-style-type: none"> <li>• Children in school with TAs – cover supervision in place</li> <li>• <b>2/ 3 week - Emergency Isolation Lessons</b> to be used by the TA</li> <li>• 2/3 weeks' worth of Emergency Isolation lessons to be used in the event that a teacher goes off sick. These lessons are based on what the children are covering in class this term and what we consider to be the 'Essential Catch up Skills'. These lessons will use Oak Academy video lessons to support learning.</li> <li>• In this instance there may be no live learning interactions with school staff – it will depend on staffing capacity</li> </ul>
<p><b>6. Teacher at home isolating</b> – not ill – children in school or at home self-isolating</p>	<ul style="list-style-type: none"> <li>• <b>Timetables below will be implemented</b></li> <li>• TA in School with the class</li> <li>• Teacher uses Teams for Live Learning sessions am and pm as per the example timetable. In addition there will be whole class live learning inputs,– the teacher may use Oak academy or own resources to facilitate these.</li> <li>• Normal curriculum coverage is implemented</li> <li>• All classwork and invitations to live sessions will be loaded on Microsoft Teams</li> <li>• Oak Academy or own resources will be used to support learning – these include video resources to support learning</li> <li>• The lessons provided will be a continuation of what the children are currently doing in school.</li> <li>• Children will be expected to work a normal school day and complete work</li> <li>• Children can submit work via teams</li> </ul>
<p><b>7. Teacher and all children at home – teacher ill</b></p>	<ul style="list-style-type: none"> <li>• Work sent via Teams from someone at school (time given)</li> <li>• <b>2/ 3 week - Emergency Isolation Lessons</b> to be uploaded onto teams</li> <li>• Emergency Isolation lessons to be used in the event that a teacher goes off sick. These lessons are based on what the children are covering in class this term and what we consider to be the 'Essential Catch up Skills'. These lessons will use Oak Academy video lessons to support learning.</li> <li>• There potentially will be no live learning sessions as the teacher is ill – school will assess whether they can accommodate these - this will be dependent on staffing capacity at the time</li> <li>• The Teaching assistant will where possible respond the children's work at this time as the teacher is ill.</li> </ul>
<p><b>8. Teacher and all children at home – teacher isolating</b></p>	<ul style="list-style-type: none"> <li>• Timetables such as the samples below will be implemented</li> <li>• Teacher uses Teams for Live Learning sessions am and pm as per the example timetable. In addition there will be whole class live learning inputs, – the teacher may use Oak academy or own resources to facilitate these.</li> <li>• Normal curriculum coverage is implemented</li> <li>• All classwork and invitations to live sessions will be loaded on Microsoft Teams</li> <li>• Oak Academy or own resources will be used to support learning – these include video resources to support learning</li> </ul>

- The lessons provided will be a continuation of what the children are currently doing in school.
- Children will be expected to work a normal school day and complete work
- Children can submit work via teams

## **The remote curriculum: what is taught to pupils at home?**

Children are provided with a broad and balanced curriculum in line with our whole school curriculum. This is appropriately sequenced so that knowledge and skills are built incrementally. We teach the same curriculum remotely as we do in school wherever possible and appropriate. Where it is not possible to replicate normal classroom provision, activities and tasks are modified accordingly.

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?**

Work will be set via Microsoft Teams as soon as the class teacher can be made available from class teaching to do this. The work will where possible mirror the skills, concepts and knowledge being taught in school using Oak Academy recorded lessons.

In the first instance a remote learning pack containing CGP literacy and numeracy books, an exercise book and learning support aids can be collected from school. This can be used in the interim until teachers have uploaded the work on Teams.

Alongside this children should continue where possible to complete daily the following on line personalized learning that is normal practice in school on a daily basis:-

- SPAG.com
- IDL
- Rock Star times tables
- My Maths

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

We will follow the latest DfE guidance as follows:-

### **DfE guidance January 2021**

The remote education provided **should be 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
- Key Stages 3 and 4: 5 hours a day

The remote education we provide mirrors the skills, knowledge and concepts that we are delivering in school to our children of critical workers. The tasks will be set on Microsoft Teams at the latest by 8:30 am each day.

The timetables below outline what this looks like in each class. Although there is flexibility with the order of tasks and activities, it is important that children have a consistent daily routine. As we are doing 'live' feedback and assessment check in's each morning we recommend if possible that the children try to complete the Maths and English work as this will be the focus of these live discussions.

## Timetables

Please find below example class timetables for a Lock down situation. These are subject to change based on the staffing situation at the time and the subjects to be taught that term on our long-term planners. But they give an indication as to what a week might look like

We are constantly evaluating and improving the provision we offer and considering what works well and areas that we need to improve. We have in light of this made some modifications to the timetables. Please note these are a guide only and are subject to change. Any changes will be communicated via your child's teacher.

- The children will receive 4 compulsory lessons and up to 3 optional extras per day
- You will be provided with specific times and subject information via each Microsoft Teams platform
- Any changes will be communicated via the Teams Platform or Do-jo
- Live Learning Sessions may last up to **30 minutes**
- In Key Stage 2 we expect each session to take the children **an hour**
- In Key stage 1 we expect each session to take the children **45 mins**
- The optional sessions are as stated - **optional** – staff will place these on Teams to be used at the discretion of parents depending on personal circumstance. These incorporate IDL, SPAG.com, Rock stars and Arithmetic papers.
- The set sessions meet the DfE learning requirements of 4 hours per day in Key Stage 2 and 3 hours per day in Key Stage 1 and up to 3 hours per day for FS
- We also actively encourage the children to read daily for at least 10 minutes in the infants and 20 minutes in the juniors
- Parents can also supplement the work set in school with BBC bitesize and educational programmes as an additional extra if required

**Please ensure that you give your children breaks throughout the day**

### Teams learning Example Timetable for Class 3

	8:45	Session 1	Session 2	11:15	Session 3	Session 4	Optional Session 1	Optional Session 2
<b>Monday</b>	Live Learning Session	English	Maths	Live Learning Session	PE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
<b>Tuesday</b>	Live Learning Session	English	Maths	Live Learning Session	History/ Geography	Computing	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
<b>Wednesday</b>	Live Learning Session	English	Maths	Live Learning Session	PSHE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
<b>Thursday</b>	Live Learning Session	English	Maths	Live Learning Session	PE	Art/DT	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
<b>Friday</b>	Live Learning Session	English	Maths	Live Learning Session	Worship Live speaking and listening tasks	RE	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars

### Teams learning Example Timetable for Class 2

	9:00	Session 1	Session 2	11:30	Session 3	Session 4	Optional Session 1	Optional Session 2
<b>Monday</b>	Live Learning Session	English	Maths	Live Learning Session	PE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
<b>Tuesday</b>	Live Learning Session	English	Maths	Live Learning Session	History/ Geography	Computing	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars

Wednesday	Live Learning Session	English	Maths	Live Learning Session	PSHE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Thursday	Live Learning Session	English	Maths	Live Learning Session	PE	Art/DT	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Friday	Live Learning Session	English	Maths	Live Learning Session	Worship Live speaking and listening tasks	RE	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars

### Teams learning Example Timetable for Class 1

	9:00	Session 1	Session 2	11:45	1:00	Session 3	Session 4	Optional Session 1	Optional Session 2
Monday	Live Learning Y1 Phonics	English	Maths	Live Learning Session	Live Learning Y2 Phonics	PE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Tuesday	Live Learning Y1 Phonics	English	Maths	Live Learning Session	Live Learning Y2 Phonics	History/ Geography	Computing	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Wednesday	Live Learning Y1 Phonics	English	Maths	Live Learning Session	Live Learning Y2 Phonics	PSHE	Science	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Thursday	Live Learning Y1 Phonics	English	Maths	Live Learning Session	Live Learning Y2 Phonics	PE	Art/DT	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars
Friday	Live Learning Y1 Phonics	English	Maths	Live Learning Session	Live Learning Y2 Phonics	RE	Worship Live Story Time	Guided Reading/IDL SPAG.COM	Arithmetic Rock Stars

### Teams learning Example Timetable for Class FS

	9:30	Session 1	Session 2	11:30	Session 3	Session 4
Monday	Live Learning Story Time / Phonics	Maths	English	Live Learning Session	Understanding the world	PSED
Tuesday	Live Learning Phonics	Maths	English	Live Learning Session	Expressive Arts & Design	PSED/C&L
Wednesday	Live Learning Phonics	Maths	English	Live Learning Session	Physical Development (PE)	
Thursday	Live Learning Phonics	Maths	English	Live Learning Session	Understanding the world	C&L
Friday	Live Learning Phonics	Maths	English	Live Learning Session	Expressive Arts & Design	Worship RE

### How will my child be taught remotely?

The remote education provision differs from EYFS to KS1, from KS1 to KS2 (and from KS2 to KS3/4). It includes both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. Work packs and practical activities supplement their remote education.

**Daily tasks/activities** may include written, audio or video explanations. Audios and videos may be recorded by the teacher but **do not** necessarily need to be recorded by teaching staff: e.g. video

content from websites such as Oak Academy or White Rose maths provided in lieu of school led video content. The tasks may be accessed at times that suit each individual family's circumstances and fit in with the working day.

**Live learning** sessions are an important part of our remote education provision. Please note the updates are in **red**. All children will have frequent opportunities to meet live with their teacher and/or teaching assistant. If we have the staffing levels then we aim to provide 10 Live Learning sessions per week

Depending on the age of the children, live sessions include, e.g.:

- Direct teaching
- **Daily Phonics for FS/ Y1/ Y2 – each Year Group will receive a separate Live phonic session**
- Teacher input and the children then completing the task independently
- Social sessions, e.g. a quiz, a discussion
- Assessment and feedback with individuals, groups of children or the whole class
- Discussion about tasks and activities with individuals, groups of children or the whole class
- **Story time – This will be a weekly Live story session for FS and Year 1/2**
- **Being heard read live via MSTeams - pupils will receive an individual weekly time slot and will be listened to reading by a Teaching Assistant or a Teacher. This is for FS and Y1 pupils.**
- **KS2 children will be given Speaking and Listening Tasks such as talks or performance poetry - these will be performed during live sessions. Children will be given individual time slots**

### **Optional tasks**

The following are listed on the timetable as optional tasks.

- IDL
- SPAG.COM
- Rock stars times tables
- My Maths
- Arithmetic
  
- We are very aware that personal circumstances vary considerably at the moment and that whilst some parents are finding it almost impossible to juggle working from home with home schooling, others are desperate to keep a school day structure and are requesting further tasks. We therefore have updated the timetables to reflect the 'core' learning and optional

### **Additional information**

- All remote Learning will be via the Teams digital platform.
- Lessons will be a combination of 'Live sessions' with school staff and recorded teaching using for example Oak Academy or White Rose.
- All children will receive a home learning pack with additional supportive resources, including CGP workbooks

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We take into account different home situations: some families are lucky enough to have a device for each family member; other families are sharing device(s); some parents need the same devices used by their children for their own work.

MSTeams can be accessed on any device – laptop, X-Box (needs a keyboard), Playstation (needs a keyboard), mobile device such as an iPad or tablet, or mobile phone.

If your child does not have access to any of these in your household, please telephone Miss Ashworth (Learning Mentor) to discuss how we can ensure remote education access for your child.

- School will distribute school own laptops accompanied by a user agreement or contract if these are available for use.
- School will explore the DfE offers of support for technology on an individual basis
- School will on request provide printed resources, such as textbooks and workbooks, to structure learning.
- This will be supplemented with other forms of communication to keep pupils on track or answer questions such as:-
  - Phone call
  - Email
  - Socially distanced home visit
- Parents will communicate with school

In addition, the DfE has a scheme to increase mobile data allowances, open to children and young people who:

- don't have access to a fixed broadband connection
- cannot afford the additional data needed to access educational resources or social care services
- have access to a mobile device that uses a participating network
- are facing disruption to their face-to-face education, or have been advised not to attend school

Please contact school if you need this and you meet the above criteria.

### **How will we communicate with you?**

- Staff, parents, children should only communicate using channels of communication set up by the school. These include school email, Microsoft team's platform, school text messaging service, school Facebook and Dojo.
- Staff will follow the guidance outlined in the code of conduct policy and will not communicate with parents or pupils outside school channels (e.g., they will not talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- Communication will only happen between school staff and parents/ carers/pupils during the working day between the hours of **8:00 – 4:00pm**.
- Staff will **not respond** to out of hour's communication via the Microsoft Teams / Do- jo platforms.
- Parents and staff will adhere to the 'Parental Code of Conduct Policy' and the 'Staff Code of Conduct Policy' when communicating using the Microsoft team's platform.
- Children will communicate via the daily live sessions or parents can communicate on their behalf using do – jo

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- Children will be encouraged to join the two live Learning sessions via Teams
- Children to complete their daily tasks throughout the day.
- Children are encouraged to try and spend a similar amount of time completing remote learning as they would spend in school.

**Minimum DfE requirements** are as follows:-

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Complete work where possible to the deadline set by teachers (however for working parents this has to work around your schedules)

- Seek help if they need it, from teachers or teaching assistants during the Live sessions or via Do – jo
- Alert teachers if they're not able to complete work
- Feel free to help your child but please do not do it for them. They need to develop the resilience and independence to fail and try again.
- They will find some activities very challenging.
- 'Bouncebackability' is key
- Pupils submit work for the staff to look at.

#### **Parents should**

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Try where possible to set a daily routine with learning – if possible stick to the Timetables provided

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

One of the DfE expectations is for us to have systems for checking, daily, whether pupils are engaging with their work, and to work with families to rapidly identify effective solutions where engagement is a concern. We do this by phoning or texting when no work has been returned on the previous day, unless a 'reason for absence' has been given. By doing this, we can offer help and support where needed.

If staff are concerned about level of engagement the following protocol will be implemented

- **Step 1** – Class teacher will contact you via email to offer support
- **Step 2** – Class teacher will contact you via a phone call or Teams meeting to discuss and offer support
- **Step 3** – Learning Mentor will take over and weekly check in's / support will be offered. These check ins will take place on a Tuesday pm

### **How will you assess my child's work and progress?**

Pupils receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate. Assessment ensures teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge. Tasks may provide scaffolded practice and opportunities to apply new knowledge. Pieces of work and answers need to be uploaded to the teacher via TEAMS. 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:

- During Live sessions
- By looking at the work submitted
- Through the online Quiz's provided
- Through questioning during Live sessions
- Through the tracking provided on the following online apps
  - IDL
  - SPAG.COM
  - Rock stars times tables
  - My Maths

### **Additional support for pupils with particular needs**

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:

- Differentiate the work we provide on Teams – bespoke to the child
- Provide a bespoke learning pack in addition to digital learning
- Provide a weekly check in for families each Monday Morning with the Family Learning Mentor - to ensure that we are providing the bespoke support required

We work collaboratively with parents and carers to ensure that all children have access to appropriate and meaningful remote education.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, Children will access learning via MS Teams as outlined above.

All work will be via Teams and follow the Time tabled structure – similar to above. As much as possible, they will complete the same tasks and activities as they would have accessed in school. But these will be supplemented by recorded lessons such as Oak Academy or White Rose. Teachers will provide timely and frequent feedback to ensure that they continue to progress across the curriculum. There will be at least **weekly** opportunities for live sessions in this scenario. Parents will be contacted the following day if no work has been returned.