

Irby Primary School's Remote Learning Provision (January 2021)

Information for Parents and Carers

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education should national or local restrictions require partial closure of the school or entire classes (bubbles) to remain at home (e.g. the third National lockdown in January 2021). This document provides additional detail to the information provided in the Remote Learning Policy.

Details of what to expect where individual pupils are self-isolating are provided in the final section of this document.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO CHILDREN EACH DAY

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?

Phase 1:

In the first day or two of a bubble or school closing, whilst our remote teaching is put into place, children will be directed to access learning through our established online platforms that include Mathletics, Phonics Bug, Times Tables Rockstars, Numbots, Learning by Questions (LBQ) and Purple Mash.

Phase 2:

After the first two days, all children are encouraged to start a timetabled schedule of remote learning commencing at 9.00am with a 'registration' Class Google Meet and other activities and closing between 2.20pm-3.20pm depending upon the class. Details of this programme of remote learning can be found in the sections below.

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?

- Staff will follow the existing well-sequenced curriculum which identifies and builds upon key knowledge, skills and understanding in each subject area and that identified as a focus through the Autumn Term as part of the catch-up curriculum.

- The curriculum will remain similar to that of previous years with the only adaptations those made for practical considerations: the suitability of resources for remote learning and pupil's access to appropriate equipment (e.g. science or PE).
- The school day timetable and learning tasks are identical for both school-based pupils and those learning from home. It mirrors that in place before National lockdown to provide both familiarity and structure for learners although children engaging with remote learning have the flexibility to complete independent tasks in a different order or at a different time to suit arrangements at home.
- Children will access teaching input, tasks and resources for maths, English (e.g. reading, writing, spelling and phonics) with all of the foundation subjects timetabled (PE, art, science, etc).
- Additional tasks and extension activities will be provided using Purple Mash, Mathletics, etc which will focus upon the acquisition and practise of key skills.
- Further activities will be provided (e.g. PSHE, online safety) either directly from teaching staff or through the school twitter account/website.

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:

<p>Foundation 2:</p>	<p><u>Red Class (Foundation 2) 9.40-3.30pm (2.5 - 3 hours)</u></p> <p>9.40-10.00am Registration Google Meet</p> <p>Core activities which include focused teaching of maths, English and phonics with further additional tasks that incorporate all seven areas of the EYFS curriculum.</p> <p>3.10-3.30pm Round up Google Meet</p>
<p>Key Stage 1:</p> <p><i>Statutory requirement:</i></p> <p><i>3 hours a day on average across the</i></p>	<p><u>Y1 Daily timetable for 9.00am-3.30pm (31.5 plus hours)</u></p> <p>9.40-10.00am Registration Google Meet.</p>

<p><i>cohort, with less for younger children.</i></p>	<p>Three one hour sessions incorporating pre-recorded and live presentations/teaching and independent tasks and a daily phonics/spelling session.</p> <p>Additional and extension tasks through selected platforms (e.g. Purple Mash).</p> <p>Time is allotted for breaks and lunchtime as it would be during the school day.</p> <p>3.10-3.30pm Round up Google Meet</p> <p><u>Y2 Daily time table for 9.00am-3.30pm (3.5 plus hours)</u></p> <p>9.40-10.00am Registration Google Meet.</p> <p>Three one hour sessions incorporating pre-recorded and live presentations/teaching and independent tasks and a daily phonics/spelling session.</p> <p>Additional extension tasks through selected platforms (e.g. Purple Mash).</p> <p>Time is allotted for breaks and lunchtime as it would be during the school day.</p> <p>3.10-3.30pm Round up Google Meet</p>
<p>Key Stage 2</p> <p>Statutory requirement:</p> <p><i>4 hours a day on average across the cohort.</i></p>	<p><u>Y3 and 4 Daily time table for 9.00am-3.30pm</u></p> <p><u>4 plus hours of learning teaching and independent tasks</u></p> <p>9.00am An independent skills or well-being tasks</p> <p>9.20-9.40am Registration Google Meet.</p> <p>Three one hour sessions incorporating carefully selected pre-recorded presentations/teaching input and independent tasks (maths, English and foundation subjects).</p>

	<p>A minimum of one hours additional English and Maths activities including guided reading/comprehension tasks, spelling activities and times tables/mental maths practise.</p> <p>Extension tasks will be provided through selected platforms (e.g. Purple Mash).</p> <p>Time is allotted for breaks and lunchtime as it would be during the school day.</p> <p>2.40-3.00pm Round up Google Meet</p> <p><u>Y5 and 6 Daily time table for 9.00am-2.40pm</u></p> <p><u>4 plus hours of learning teaching and independent tasks</u></p> <p>9.00-9.20am Registration Google Meet.</p> <p>Three one hour sessions incorporating carefully selected pre-recorded presentations/teaching input and independent tasks (maths, English and foundation subjects).</p> <p>A minimum of one hours additional English and Maths activities including guided reading/comprehension tasks, spelling activities and times tables/mental maths practise.</p> <p>Extension tasks will be provided through selected platforms (e.g. Purple Mash).</p> <p>Time is allotted for breaks and lunchtime as it would be during the school day.</p> <p>2.20-2.40pm Round up Google Meet</p>
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ACCESSING REMOTE EDUCATION

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

All children will be invited to join twice daily timetabled Google Meets (staggered through the first or last timetabled hour of the school day to allow siblings access to laptops, tablets, etc).

The live morning or 'registration' Google Meet will focus upon a greeting, registering attendance, setting a well-being task and/or explaining the day's timetable, resources and/or providing additional input for lessons. The focus is upon ensuring children's well-being is monitored and supported whilst providing clear explanations and signposting the relevant resources for the day's tasks.

The live afternoon session will focus upon: collecting feedback from children, sharing work, reading a class story, encouraging children to reflect upon their learning and allowing staff to provide feedback and assess children's achievement or progress.

9.00	9.20am	9.40am		2.30pm	2.50pm	3.10pm
Y5	Y2	F2		Y5	Y2	F2
Y6	Y3	Y1		Y6	Y3	Y1
	Y4				Y4	

Red Class will use Tapestry and Years 1-6 Class Dojo as the primary means of communicating between home and school. These platforms will be used to enable:

- Effective communication between parents/carers and school staff.
- Provision of weekly/daily timetables, pre-recorded input/instructions, resources for each task as appropriate.
- Children (with adult support) to post recorded tasks or images of their work and achievements.
- Staff to provide praise, focused feedback and make professional assessments of achievements and progress.

The teaching staff will also select tasks and activities from the following platforms (passwords should be in your child's reading log):

LBQ – resources for Year 2 and above in maths, science and English with the ability to pause and rerun live content to support learners.

Phonics Bug – Phonics resources and books structured in line with school ability-based books bands which enables staff to set specific texts and phonics skills thus

supporting the needs of all children from Red Class to Y2 and for children with particular needs throughout the school.

Purple Mash – provides embedded computing and digital skills across the whole curriculum with resources for Red Class to Year 6. Tasks and resources can be tailored to the needs of an individual including children with particular needs.

Mathletics – facilitates the provision of specific tasks focused upon selected key skills in order to meet the needs of individuals including those pupils with SEND.

Times Table Rockstars – competitive, fun and engaging practise for the recall of key multiplication facts.

Teaching staff will also carefully select resources from other suitable publishers and websites to support your child's learning.

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:

- All parents and carers are consulted regularly (December 2020 and multiple times in January 2021) regarding access to the technology required for remote learning. Please contact the school office and/or your child's class teacher through Tapestry or Class Dojo, if you are still experiencing difficulties.
- Thirteen ipads and two laptops were available are provided on loan thus fulfilling all of the requests for support received.
- Further information regarding support with routers, data allowances and laptop/tablet availability was provided in the first and second weeks of the Spring Term 2021 and will be revisited over the forthcoming weeks.
- Teaching staff will be proactive in communicating with families (Class Dojo, phone or school email) that may struggle to access remote learning and offer them support as appropriate.
- Paper or hard copies of all learning materials will be made available from the start of any national or local lockdowns which may include the provision of exercise books, stationery or other materials as required.
- All parents and carers engaging with the paper packs will be made aware of how to return completed tasks to the school so that teaching staff can then mark, provide feedback and assess a pupil's achievements and progress.
- On a daily basis, teaching staff will continue to monitor children's participation and effort, contacting the parent of any child who is not engaging with remote

learning and offer support including when technology proves to be the key barrier to learning.

- Information will be sent out on a regular basis from the school office and teaching staff to provide guidance and support for any family struggling to access remote learning.
- Teaching staff will poll parents and carers through Class Dojo or Tapestry to find out what is working and to help identify barriers to effective remote learning which will then be addressed.

How will my child be taught remotely?

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

Red Class:

The provision of remote learning for Foundation 2 will encompass the core values and characteristics of learning for EYFS. The fundamental day to day structure of delivering remote teaching will emulate the provision in place for KS1 and KS2 with the provision of teaching input, tasks, resources with opportunities for staff to provide feedback and assess the children's efforts. However, the ethos of Early Years provision will continue to be at the heart of remote learning, ensuring children are provided with experiences that extend their learning and that are developmentally appropriate for our children. Tapestry will be used to celebrate the children's achievements and for children to share their work which will be added to the children's individual online learning journals.

KS1 & KS2

We believe that the most successful teaching requires a range of teaching strategies in order to address the interests and needs of individual learners. Staff carefully select appropriate strategies in order to support individual pupils. The strategies employed may differ between tasks, subject areas or according to the age/ability of the group or individual.

- Staff will select when to employ live teaching or recorded teaching (created by themselves or used from other sources such as Oak National Academy) based upon the requirements of the curriculum and the needs of the pupils in their class.
- The majority of lessons taught will incorporate an introduction/input, independent task and plenary.
- The input session will contain a live or prerecorded session which focuses upon exploring the aims of the session, demonstrates and models where appropriate and explains the tasks clearly providing success criteria.
- Children will be able to then complete the independent tasks further live/prerecorded session to identify pupil's achievement, misconceptions, for staff to provide feedback and assess as appropriate.

- When appropriate printed books or resources will be provided for individual or groups of pupils, often used to support specific learning targets such as those identified in pupils' Special Targets.
- Staff will carefully select tasks from existing platforms (Mathletics) and other suitable websites (e.g. <https://www.bbc.co.uk/bitesize/dailylessons>, etc) to provide independent and extension tasks according to the needs of the child.
- Children will be encouraged to develop a love of reading and to read for enjoyment both within (ERIC - Everyone Reading in Class) and beyond the classroom using the many free online libraries available (www.getepic.com).

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 understand that remote learning poses different challenges for parents and carers depending upon work commitments, household size and many other factors but we ask that all parents and carers to do their best:

- To ensure their child accesses the remote learning and seeks support from school when appropriate.
- To provide the appropriate support for remote learning, encouraging children to demonstrate high standards of behaviour online.
- Encourage children to try their best with all remote learning tasks.
- To submit or post their child's work as and when requested by the school.
- Share concerns or issues with school regarding their child's well-being and/or learning.

We expect that all children will:

- Demonstrate high standards of behaviour which supports their own and other's learning (School Behaviour Policy).
- Attend all live teaching sessions.
- Try their best with all independent tasks seeking support from home and teaching staff as appropriate.
- Post their work (with adult support) as required.
- Be brave and ask for help or support when they need it.

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

In this section, please set out briefly:

- Daily class registers will be taken to identify which children engage with the live/pre-recorded teaching and independent tasks.
- For those children not attending live sessions or completing tasks, staff will contact parents through Tapestry or Class Dojo to identify the reasons for non-engagement and offer support as appropriate.
- If a child misses further remote learning, staff will then contact parents/carers by telephone, provide further support as required and inform a member of the Senior Leadership Team.
- The Headteacher will collect all registers at the end of the week and identify any child regularly missing remote learning and may contact parents/carers to explore the best means of support.
- All children will receive a well-being phone call during any National or local lockdown.

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:

Teaching will provide feedback in a variety of forms depending upon the nature of the learning tasks and the needs or age of the pupil. The focus of any feedback provided will be to provide praise or identify effort, enthusiasm, high standards of behaviour, achievement and suggestions for improvement (as related to the success criteria). At the teacher's discretion, feedback may be provided for a class, group or individual. Examples may include:

- Verbal feedback will be provided during live teaching sessions.
- Non-verbal feedback in the forms of thumbs up, etc may also be used during some live teaching sessions.
- For work submitted or posted, staff will provide written feedback in the form of comments focusing when appropriate upon strengths and an area for improvement.

- For paper copies of work returned to school, staff will mark work providing feedback adhering to the current Marking Policy and/or using verbal feedback through the designated platform (e.g. Tapestry).

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:

Our remote learning provision has been designed to be able to support children with Special Educational Needs and Disabilities (SEND) as they would in the classroom. We have developed a broad and well-balanced curriculum which provides opportunities for children to excel. We selected specific learning platforms which allow the teaching staff to differentiate tasks, thus ensuring they are accessible to individual pupils. Although not an exhaustive list, we have explained some of the ways in which we can tailor work to children with particular needs, below:

- Children's special targets have been shared with parents and carers with advice from teaching staff so parents know what skills and knowledge to focus upon during remote learning.
- Class teachers have identified different spelling groups so that the spellings focus upon the ability of the child, rather than representing the year group objectives.
- Using Mathletics, specific tasks are selected and set by teaching staff, which ensures that they support children's individual or special targets and provide opportunities to secure the appropriate knowledge and skills. Teaching staff may select to print and send booklets for selected children to work on ensuring that the work is differentiated to the needs of the child.
- Using Purple Mash staff can select tasks for a whole class, small group or individuals based upon their different needs and ability. When providing feedback, teachers may choose to set further challenges or extension activities.
- Staff will provide feedback for children with SEND which focuses upon their special targets.
- In some instances, teaching staff may select the same task for the class but providing different guidance, resources and/or success criteria for an individual or group (e.g. writing tasks).

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?

During a National or local lockdown, the remote learning provision will remain the same for all pupils as identified in this document.

Following any National or local lockdown, we will continue to provide timetables, quality teaching input, independent activities, additional tasks and other resources for each child self-isolating.