

## **Providing Home remote Learning – answers to parents’ questions.**

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

When a bubble has to close with immediate effect or there is a national lockdown and your child has to remain at home, then you will be issued with a two week pack which will be delivered the next day to your house.

These packs will have a timetable and clearly state the expectations of your child’s learning for that day.

The lessons will be differentiated which means that the learning is pitched to your child’s current level of learning.

The weekly offer for your child/children includes;

#### **English**

- Daily phonics lessons, using the letters and sounds video lessons as a basis, matched to their current phonic ability
- Daily reading – response to text, using CLPE Take 5 units as a basis for this.
- Daily Story time – using video clips of staff reading stories.
- A weekly English unit with an outcome.
- Spelling will continue – using the SPaG (Spelling and grammar) element of Bug Club and also Spelling beats
- Children will be encouraged to read at home using electronic resources on bug club.
- Reading for pleasure will continue, children will be encouraged to read story books
- Daily English lesson – which links to the wider curriculum work where possible.
- English lessons will be delivered using videos to help explain the tasks and show pupils how to go about their learning
- Children will be prompted to use their ‘Super Six’ (non-negotiables within all writing).
- ‘Talk for writing,’ visual literacy and reading into writing approaches.

#### **Maths**

Children learning at home will have the same offer as children learning in school.

All children learning at home will have access to paper based and learning supported with video tutorials.

Children at school will receive the same learning hosted by the in school team.

#### **The offer**

- F1- Daily maths lessons
- F2 and Y1– Daily maths lessons, developing fact fluency through the use of Numbots
- Y2/3/4/5/6 - Daily maths lessons, developing fact fluency through the use of Numbots and TTRockstars

#### **Wider Curriculum**

F1- no specific wider curriculum teaching. At least one gross/ fine motor activity a week.

F2- one specific areas lesson a week to last about 15 mins (UTW/EAD) a week. 2 PE sessions. Fine motor sessions for children who need it.

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Y1/Y2- 3 wider curriculum lessons a week and 2 PE lessons (Wed and Friday). Lessons to last about 15-30 mins.

Y3/4/5/6 - 3 wider curriculum lessons a week and 2 PE lessons(Wed and Friday). Lessons to last about 20-40 mins.

RE and E-Safety will be taught through phase assemblies which will run on a weekly basis- Wednesdays.

### **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

For example, in Art we may have planned to use the medium of clay or collage but due to remote learning for the majority of children changed this to pencil sketching due to allocation of resources or in P.E, the lessons at home will be different due to spaces and resources available.

### **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:

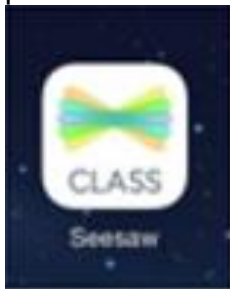
FS	2 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

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### Accessing remote education

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

- The following learning platforms will be used with your children.
- They will all have been given their own personal log in and password for each of these. Please contact your child's class teacher if your child loses their personal information – we will issue them with new ones straight away.



- Seesaw – Visit your child's 'Virtual Classroom.' Videos, lessons, activities and individual feedback can all be accessed by your child.



- Timetables Rockstars (TTRS) is a fun, interactive program to support your child with their timetables.



- Numbots I also a fun interactive program that supports your child with their basic number bonds.

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- Bug Club has a host of reading books and activities for your child to immerse themselves in at whatever level their reading is at.



- Spelling Beats supports your child in improving their spelling at their level.

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

We are in the process of lending out various IT devices. In our weekly calls we will ask about your current situation regarding devices and access to the internet.

We can support with issuing hubs for the internet and look to lend out devices initially to families who have none at all and then once this has been covered we will issue devices to larger families who may be sharing one device.

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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### **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?**

- Each child will receive a timetable setting out the expectations and the remote learning platforms form an integral part of this.
- They will receive regular feedback on Seesaw.
- As parents please support them to access seesaw daily, and the other platforms listed above- 3 times per week.

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

- Staff will check pupils’ engagement with remote education on a daily basis
- If engagement is a concern, we will initially make an additional phone call and follow this up with a home visit. If there is still lack of engagement, the Head teacher will contact you by letter.

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

- Daily feedback will be issued on the seesaw app and this takes many forms. From a basic ‘like’, to marking work right or wrong, to giving bespoke written feedback.
- Any parents having trouble accessing the on-line programs can hand their paper packs back to staff on their home visits. These will be marked and returned at a subsequent visit.

### **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?**

- Children with additional needs will receive learning bespoke booklets that cover their personal targets as well as ensure that they are learning the same areas as their peers.
- Additional phone calls and home visits will be made by the SENDCo
- There will be ‘family learning’ videos presented on seesaw to help support parents with their child’s home learning.

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

#### **Home Learning Expectations – in case of a child isolating**

When a child has to isolate, short term, because they are awaiting a test result, the first day they will access their one day activities from their **reading folder**. Another two day pack (Short Term) will follow to take the child up until the test result is completed.

#### **KS 2 - Short learning pack**

- English activities – linked to the child’s reading book (Character description and book review)
- Maths activities – CHIPS challenges or SUMMS sessions, arithmetic questions, end of block assessments
- Phonic activities – relevant to the child’s phonic phase (if the pupil is in a phonic teaching group)
- PE challenges
- Music – song lyrics for the class song
- Art – linked to the child’s reading book
- On-going online learning (see details on Day 1 home learning sheet)

#### **KS 1 Short learning pack**

- English themed booklet
- Maths activities – CHIPS challenges or SUMMS sessions, arithmetic questions, end of block assessments
- Phonic activities – relevant to the pupil’s phonic phase
- Discrete wider curriculum activities (this may include science, art, PE)
- On-going online learning (see details on Day 1 home learning sheet)

#### **FS Short learning pack**

- A booklet themed around a rhyme – including activities linked to the FS curriculum

#### **KS 2 long learning pack**

Booklets will have covers on and be appropriate to the pupil’s needs.

Booklets are organised as a daily sequence of learning

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- English - related to a text (a known text – this can be fiction, non-fiction or poetry.) A copy of the text will be issued or referenced as to an online version – if the pupil has access to the internet)
- Maths – to reflect the current in class learning
- Spellings – 5 days of spelling activities linked to the current term’s statutory word lists
- Phonics - relevant learning activities linked to their current phonic phase (if the pupil is in a phonic teaching group)
- Wider Curriculum learning – this may link to the project coverage, discrete learning or link to the text. It will reference skills already taught – to consolidate. This should cover a range of curriculum subjects.
- Specific resources required to complete activities (for example – lollipop sticks to make puppets etc)
- On-going online learning (see details on Day 1 home learning sheet)

### **KS 1 long learning pack**

Booklets will have covers on and be appropriate to the pupil’s needs.

Each booklet is organised as a daily sequence of learning.

- English - themed English work related to a text (a known text – this can be fiction non-fiction or poetry. A copy of the text will be issued or referenced to an online version – if the pupil has access to the internet.
- Maths – to reflect the current in class learning.
- Spellings – some spelling activities linked to the current term’s common exception word lists.
- Phonics – activities to reflect the current in class learning - relevant to the pupil’s phonic phase .
- Wider Curriculum learning – this may link to the project coverage, discrete learning or link to the text. It may reference skills and content already taught – to help consolidate learning.  
This should cover a range of curriculum subjects.
- Specific resources required to complete activities (for example – lollipop sticks to make puppets etc)
- On-going online learning (see details on Day 1 home learning sheet)

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### FS long learning pack

Booklets will have covers on and be appropriate to the pupil's needs.

- English booklet as KS 1 (including phonic)
- Maths booklet to consolidate the term's learning
- Wider curriculum booklet – linked to the term's areas of learning and also linked to the text used.
- Resources
- Letter formation sheets for FS 2 pupils who are ready
- FS 2 pupils – phonics as above