Escomb Primary School

Remote Education: Information for Parents

Updated January 2021

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where individuals need to isolate and, where national or local restrictions require entire cohorts (bubbles) or the whole school to remain at home due to COVID-19.

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?

The school will endeavour to ensure that remote education provision will be made available immediately and we will endeavour to:

- provide all pupils with a basic resource pack to support remote learning. These packs will be sent home and parents/carers asked to store these for any future needs. Should you require pens / pencils or any other equipment please let us know. The pack will also include:
  - any relevant workbooks and materials
  - Login cards for all online learning platforms –Purple Mash, TT Rocks, and Fiction Express.
  - Letter to parents with passwords and login details for our online learning platform
- ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- provide login details for our communication system (Teams, Class google email and tapestry.) and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this.

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?

Our school will endeavour to:

- 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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)
- provide a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations
- give access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- provide children with guidance to which work within textbooks to complete
- provide / signpost families to online, high quality lessons, videos and resources daily
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for each day is uploaded at the beginning of each week.
- provide paper-based resources for all subjects / Maths and English / foundation subjects, if the child has no internet access at home

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- adapt upcoming lesson provision (on the school website) based on the children's work submitted previously
- review the remote learning provision for foundation subjects
- provide access to storytime sessions on the school website and on Tapestry for Reception class and 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:

Key Stage 1	*(Government expectation is 3 hours)*
	Reception Class: 3hrs 45 mins
	Year 1: 4hrs 35 mins
	Year 2: 5hrs
Key Stage 2	*(Government expectation is 4 hours)*
	Year 3: 5hrs 5 mins
	Year 4: 5hrs 5 mins
	Year 5: 5hrs 5 mins
	Year 6: 5hrs 5 mins

An example of weekly timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Reading for Fun – Use own reading book or Fiction Express (15mins)				
English (1 hour)	*Grammar* ***To use a semi-colon to mark independent clauses*** Look at this poster to help remind you when you can use a semi-colon. Semi-colon Poster Written tasks – Sizzling Semi-colons (*This worksheet will help guide you through how and when to use a semicolon*) Semi-colon jigsaw game	*Spellings* **To spell words with silent letters** Purple Mash online spelling activities – Spring 2 Week 1 Written tasks – Dictations Look, Say, Cover, Write Use a dictionary to ensure you understand the definition of each word. Now write each word in a sentence.	*Reading* **To read and respond to a chapter in a book.** Purple Mash online reading activity –**Silver Secrets of the Golden Hind.** Chapter 1. Read Chapter 1 and answer the multiple choice questions Written task – Open ended questions chapter 1 write answers to this set of questions Sequencing chapter 1 Put these events in the order in which they happened in the story.	*Writing* **To write a diary entry showing your thoughts and feelings.** I chose **'Silver Secrets of the Golden Hind'** as our new book, because as we studied Slavery back in September, you will already have knowledge, thoughts and ideas to support your writing. Pretend you are a child who has been working on a slave ship. **Write a diary entry** about a tough day you have had. Read this Diary writing Powerpoint to help guide you. Remember to read and edit your writing. ***Think about*** all the previous grammar lessons you have completed. What punctuation can you use in your diary? *Semi-colon* *Colon* *Brackets* *Dash* *Commas*	*Writing* ***To write a biography*** (*Linked to our book*) The Golden Hind was a galleon, captained by Francis Drake in his circumnavigation of the world between 1577 and 1580 You are going to write a biography of Sir Francis Drake's life. To guide you, read this information PowerPoint on Sir Francis Drake and Features of a Biography word mat. Remember to read and edit your writing. ***Think about*** all the previous grammar lessons you have completed. What punctuation can you use in your biography? *Semi-colon* *Colon* *Brackets* *Dash* *Commas*
	TT Rockstars or MyMaths (15mins)				
Maths (1hour)	**Short Division** video – worksheet – answers	**Division using factors** video – worksheet - answers	**Long Division 1** video - worksheet - answers	**Long Division 2** video - worksheet - answers	**Long Division 3** video - worksheet - answers
(2 hours)	Choose one activity from your **Learning Challenge** Grid	**Spanish** – Lingo Tots	Choose one activity from your **Learning Challenge** Grid	**STEM** Pick one of these Starter for STEM activities which you can do at home	**PSHE** – Fairtrade Fortnight Take a look at this PowerPoint to learn about Fairtrade Fortnight. Complete the wordsearch then see if you can try one of these recipes: Brownies Recipe Lemonade Recipe Banana Split Recipe
		PE – Choose an activity from Be Active! Be Healthy!		**PE** – Go Well! Help your child with their physical and mental health	**Whole School Challenge!** Fruit & Veg Face
Newsround (20 mins)	Watch Newsround - CBBC Newsround Keep a diary and write a paragraph about one thing you found interesting each day				
Music (15 mins)	Durham Music Service 15 minutes of Music				

Accessing remote education

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

- Staff will ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- School will provide login details for our communication system (Teams,Google email Tapestry) and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this.

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

It is expected that children will access some of our remote learning through our online provision. If parents/carers do not have access to an electronic device, we expect them to inform school and we will endeavour to provide a suitable device for the duration of their child's absence.

We take the following approaches to support those pupils to access remote education:

- We have a number of devices available to loan to families who do not have access to a suitable device. For further information please contact the headteacher / class teacher / main school office.
- We have a number of SIM cards available for educational data which can be loaned to families.
- Pupils can access printed materials if they do not have online access. If this is the case, pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.

How will my child be taught remotely?

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

- Pre-recorded teaching (e.g.Read Write Inc, White Rose Maths, Spanish, Music, P.E.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Learning Challenge work that may include internet research activities

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?

Parents should endeavour to support children's remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if they are experiencing problems with accessing remote education support children, where possible, to consider feedback on work submitted.

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

If an individual child or a small number of children need to isolate, the school will endeavour to:

- check children's engagement with remote education daily
- contact parents where there is a concern regarding engagement with remote education

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- respond to parents' messages (that confirm to the messaging protocol) within school working hours 8:30am – 5:00pm week days only. (This can be done via the class google email account or via a telephone call.)
- contact parents/carers who do not have access to the internet (or mobile data),
- contact parents/carers following no work submission or contact through messaging, after two consecutive days
- provide welfare calls (if the closure exceeds two school weeks)
- operate timely reward systems to celebrate home achievements. This will be done in on-line weekly class celebration assemblies.

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

If an individual child or a small number of children need to isolate, the school will endeavour to:

- provide individual feedback daily of work submitted via the online learning platform
- provide individual feedback on paper-based work via telephone call on return to school
- provide access to digital learning platforms that provide automatic bespoke feedback
- assess children's understanding of remote education / key knowledge and skills covered on return to school.

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- provide individual feedback daily of work submitted via the online learning platform
- provide whole class 'live' feedback to celebrate achievements via weekly class assemblies.

For those without internet access:

- where possible, pupils will receive feedback on their work via a pre-arranged telephone call weekly.
- pupils will submit work to their teachers and receive feedback, in person, following the period of isolation

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:

- your child's class teacher / the Teaching Assistant who supports your child / school will make contact, via telephone in the first instance, to discuss a bespoke approach for your child
- your child will receive a bespoke paper-based pack of learning materials
- your child / family will receive regular phone calls from their class teacher
- where appropriate our SENCo will make contact with individual families to discuss a bespoke approach for your child.

Remote education for individual 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. We have endeavoured to provide information regarding this above. If you require any further information, please do not hesitate to contact your child's class teacher / the main school office / the headteacher.

Further Support Available

If parents have any questions or concerns about remote learning, they should contact the following:

Issues regarding work set – contact the relevant class teacher via class gmail account or ring the school office
Issues with IT – contact the school office
Concerns about data protection – talk to the Data Protection Officer. (Mrs Gill)
Concerns about safeguarding – talk to the Designated Safeguarding Lead. (Mrs Gill or Mrs Collings)

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.

Please refer to:

Appendix 1 How to access home learning and all the resources

Appendix 2 Remote learning guidelines