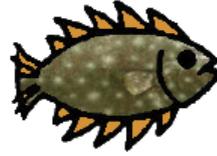


# Flookburgh CofE Primary School



*Together, we believe, anything is possible*

## REMOTE EDUCATION PROVISION:

### INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils and parents/ families about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### THE REMOTE CURRICULUM:

#### WHAT WILL BE 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?**

- Pupils will receive a combination of both paper-based, independent learning activities and on-line learning, via Microsoft TEAMS including, SeeSaw for children in EYFS.

#### **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.

### 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:

Early Years and Foundation Stage	Between 2 to 3 hours
Key Stage 1	Between 3 to 5 hours
Key Stage2	Between 3 to 5 hours

## **ACCESSING REMOTE EDUCATION**

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

- Microsoft Teams (EYFS- Year 6)
- Seesaw (EYFS & KS1)

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

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:

- A whole school digital device audit has been conducted to determine pupils and families who may not have access to a digital device. This audit has been used to identify potential pupils at risk.
- A number of older school laptops have been reconfigured to enable the support of children and families who do not have access to a digital device.
- Staff have received training to be able to confidently deliver remote learning through Microsoft Teams and support children and parents at home with any technical issues.
- Additional laptops have been sourced to support particularly vulnerable pupils but who are not in receipt of the Pupil Premium.
- Support and guidance is provided to parents and families regarding the use of PlayStations and Xbox as a remote learning device if access to a laptop/ tablet is limited.
- Where necessary, paper-based resources shall be distributed to pupils to support remote learning:
  - EYFS & KS1 – Weekly Packs are returned on Tuesdays. New Packs to be collected on Thursdays.
- Parents will continue to be signposted to further information, for example, guidance documents on GOV.UK; relevant YouTube and TV Channels, etc
- Teaching staff hold a weekly ‘wellbeing chat’ with children, including ‘live lunchtimes’ with class teachers.
- There is a designated support email contact for parents to communicate directly with the Headteacher, Mrs G.Pett: [schoolcontact@flookburgh.cumbria.sch.uk](mailto:schoolcontact@flookburgh.cumbria.sch.uk)

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

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

Our remote teaching approach consists of:

## EYFS:

- A whole-school, remote-learning timetable is shared with all pupils and parents to give structure and focus to remote learning as well as clearly outlining curriculum focus and coverage for each year group.
- A 'Live' Timetable is shared to mark specific times within the day where the teacher or teaching assistant will be delivering a live session on teams.
  - Live Phonics
  - Live Activities – to follow along with at home
  - Live Story Telling
  - Live Dough Gym
- A weekly Bingo Board is shared with activities and detailing links to the Early Years Curriculum.
- Microsoft Teams is used alongside Seesaw for children to access Remote Learning at home.
- Supporting resources and websites are shared within Microsoft Teams Channels for parents and children to access.

## Examples of these are:

*White Rose Maths, The Forestry Commission for Outdoor Learning, ABCdoes, Read Write Inc., BBC Bitesize, Phonics Play, ICT games, TopMarks, Jumpstart Jonny, Cosmic Kids, E-Books from: Epic Books, Vooks and Oxfords Owls to support Reading, RSPB Big School Birdwatch; Faith at Home (Cumbria Diocese)*

- Weekly packs containing paper copies of resources to support and use for home learning and reading books.
- Story Telling Videos uploaded of peers reading.

## KS1:

- A whole-school, remote-learning timetable is shared with all pupils and parents to give structure and focus to remote learning as well as clearly outlining curriculum focus and coverage for each year group.
- A 'Live' Timetable is shared to mark specific times within the day where the teacher or teaching assistant will be delivering a live session on teams.
  - Daily Register and Game
  - 1:1 Reading with TA (guided reading book)
  - Lunch with the Teachers
- Microsoft Teams is used alongside Seesaw for children to access and engage in Remote Learning at home.
- 6 activities based around the wider curriculum and linking to current topic shared on Microsoft Teams and sent home.
- Supporting resources and websites are shared within Microsoft Teams Channels for parents and children to access.

### **Examples of these are:**

*The Forestry Commission for Outdoor Learning, ABCdoes, Read Write Inc., BBC Bitesize, Phonics Play, ICT games, TopMarks, Jumpstart Jonny, Cosmic Kids, E-Books from: Epic Books, Vooks and Oxfords Owls to support Reading, Times Table Rock Stars; Faith at Home (Cumbria Diocese)*

- Weekly packs containing paper copies of resources to support and use for home learning, home reading books and a guided reading book.
- Story Telling Videos uploaded of peers reading.
- Responding to children's needs, reviewing what we offer and making any amendments necessary.

### **KS2:**

- A whole-school, remote-learning timetable is shared with all pupils and parents to give structure and focus to remote learning as well as clearly outlining curriculum focus and coverage for each year group.
- A 'Live' Timetable is shared to mark specific times within the day where the teacher will be delivering a live session on Teams:
  - Morning Register
  - Lunch with the Teachers
  - End-of-day whole class story
  - End of Week Spelling Test
  - End of Week 'Chit Chat'
- Pupils are encouraged to attend the live morning register including, a daily live story reading session at the 'end of the school day'
- Children also have the opportunity to engage in mini maths tutorials with the class teacher using the screen 'castify' app
- Supporting resources and websites are shared within Microsoft Teams Channels for parents and children to access which support the teaching of specific subjects or areas.

### **Examples of these are:**

*The Oak National Academy; The Write Stuff, White Rose Maths, The Forestry Commission for Outdoor Learning, ABC does, Read Write Inc., BBC Bitesize, BBC Primary Resources; STEM Learning; ICT games, TopMarks, Jumpstart Jonny; IDL; Faith at Home (Cumbria Diocese); E-Books from: Epic Books to support Reading*

- Weekly packs containing paper copies of resources to support and use for home learning and reading books.
- Independent study, research and collaborative topic-based tasks and activities based around the wider curriculum and linking to current topic are shared on Microsoft Teams
- Home reading books are provided with a 'virtual reading log' to support monitoring and assessment on Teams
- Responding to children's needs, reviewing what we offer and making any amendments necessary.

## ENGAGEMENT AND FEEDBACK

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

- A structured timetable for remote learning is in place for each year group; this can be found on Microsoft TEAMS. Parents and families can use this timetable to help structure each day for their child's engagement with activities. Although we understand that this structure may not always be adhered to, we would expect your child to complete all work set out for them during the day. Although a sequence of lessons is planned, tasks, activities, etc, should only be completed on a daily basis.
- The timetable is a 'guide' for parents and clearly shows the curriculum breadth and coverage over the course of each week.
- All children are encouraged to engage with 'live' teaching sessions.
- The amount of parental support needed shall differ according to the age and individual pupil needs. For children in EYFS and KS1, or children with specific Special Educational Needs, additional parental support may be needed however, all tasks shall have an element of independence whereby children should be encouraged to engage with set activities independently.
- Completed work or photographs of pupil engagement is to be uploaded onto the appropriate platform (Microsoft Teams or Seesaw).

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

Our school will:

- set work daily that is meaningful and ambitious covering a variety of subjects.
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- if teachers feel that children are not engaging appropriately or adequately with remote learning expectations, parents shall be contacted to discuss, offer support and/or adjustments made to encourage pupil engagement.
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- provide a weekly 1:1 well-being check with all children and families

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

Please be aware that 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 assessing pupils work is as follows:

- There will be daily contact with children from their class teacher via Microsoft Teams. This will enable the teaching staff to gauge how well pupils are progressing through the curriculum using questions and other suitable tasks.
- Teacher feedback shall be provided via Microsoft Teams or 'Seesaw.'
- We will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

## **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 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:

- High quality education and support will be given to all of our pupils, including those with additional needs. Allocated support staff will continue to support teachers in preparation for our identified children.
- For those who are unable to engage, or having difficulties, with remote learning through the lack of digital technology every effort shall be made to provide a digital device as soon as possible; a paper-based learning pack shall be provided as an interim measure
- A range of specific activities based on a pupil's Individual Education Plan, for instance, focusing on key areas of learning will be set for identified pupils.
- Increased contact and support from teachers and/or SENDCo
- Parents and families signposted to a variety of online support agencies

## **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?**

- Our approach to learning for all children will be as described above.
- The measures we have put in place for remote learning enables all of our children to engage with their learning and curriculum in a positive and effective way.