



St Sidwell's

C of E VA Primary School and Nursery

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**Remote Education Provision:
Information for Parents and Carers**

January 2021

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Introduction:

These are unprecedented times for all of us. In December, the government announced that remote provision should equate to:

- EYFS: up to 3 hours per day
- KS1: at least 3 hours per day
- KS2: at least 4 hours per day

Our remote learning provision for whole school closure caters for this guidance, whilst aiming to support parents who are having to balance working from home with also having to give attention to the educational development of their child. We fully appreciate that the change to a virtual school brings with it different challenges for parents. Therefore, we are continually reviewing and updating our provision in line with the newest developments, ensuring a continuity and quality of teaching and curriculum that endeavours to be in line with that which would be taught at school.

Our priority is to ensure that the children can complete learning activities that will aid their progression and for staff to be able to successfully manage the feedback and marking workload this creates, amidst their own family care duties.

Platforms used:

Currently, the school uses different platforms to suit the needs of our different learners. All children in Key Stage 1 & Key Stage 2 have been trained in school on their respective platforms.

- EYFS – Tapestry
- Key Stage 1 – Seesaw
- Key Stage 2 – Google Classroom
- Whole School - Zoom

Tapestry: EYFS (Nursery & Reception)

- Teachers will use the Tapestry online Journal to post videos and activities and stories for each day.
- These videos could be explanations, demonstrations and modelling, either from school, agreed on-line providers or generated and uploaded onto Tapestry by the class teacher.
- Daily Maths and Read Write Inc tasks will also be uploaded onto Tapestry for Reception children and where appropriate, new learning will be taught through a clear sequence of progression. Tasks will be differentiated to match the needs of the children.
- Daily challenges / activities will be set for Nursery and Reception.
- Teachers may also signpost children to online lessons and learning opportunities through programs such as Alphablocks, CBeebies, BBC Bitesize, Oak Academy, Oxford Owl, Teach your Monster to read and any other sites deemed suitable.
- Tapestry can be used to upload pictures of the learning completed at home for teachers to comment.

Seesaw (KS1)

- Teachers will use Seesaw to post videos, activities and stories each day.
- They will use Seesaw Announcement to register children each morning and prepare them for the day.
- The use of videos of explanations, demonstrations and modelling, either from school, agreed on-line providers or generated and uploaded onto Seesaw by the class teacher.
- Daily Maths and Read Write Inc/ English activities will be set for children and where appropriate, new learning will be taught through a clear sequence of progression. Tasks will be differentiated to match the needs of the children.
- Teachers will upload Topic / Science and wellbeing/ Outdoor learning grids to Seesaw to support pupil's activities in these subjects. These topic grids will be created across the school to aid in the sense of community and allow siblings to work together on certain activities and challenges.
- Teachers may also signpost children to online lessons and learning opportunities through programs such as Alphablocks, CBeebies, Bitesize, Oak Academy, Accelerated Reader, Spelling Shed, Charanga, Scratch and any other sites deemed suitable.

- Seesaw can be used to upload the learning completed by children for teachers to feedback and comment on.

Google Classroom: (KS2)

- Google Classroom will be the platform where children in Key Stage 2 will access their learning.
 - Teachers will use Google Classroom to post videos and activities each day.
 - They will use a Zoom link posted onto Google Classroom to register children each morning and prepare them for the day.
 - Teachers may use videos of explanations, demonstrations and modelling, either from school, agreed on-line providers uploaded onto Google Classroom.
 - Daily Maths and English activities will be set for children and where appropriate, new learning will be taught through a clear sequence of progression. Tasks will be differentiated to match the needs of the children.
 - Teachers will upload Topic / Science and wellbeing/ Outdoor learning grids to Google Classroom to support pupil's activities in these subjects. These topic grids will be created across the school to aid in the sense of community and allow siblings to work together on certain activities and challenges.
 - Teachers may also signpost children to online lessons and learning opportunities through programs such as Accelerated Reader, Timestables Rockstars (TTRS), Spelling Shed, Scratch, Oak Academy, BBC Bitesize, Charanga and any other sites deemed suitable.
 - live sessions will take place using Zoom. The link to live lessons is also on Google Classroom. There will be notifications posted by your child's Class Teacher on the class Stream as to when these are scheduled.
 - Google classroom allows children to 'hand in' their learning so the teacher can see it and can offer relevant feedback. Feedback and group support is also available for pupils throughout the day using the Zoom link.

TTRS / Spelling Shed / Phonics Play

TT Rockstars: will continue to be used to allow your child to practice their multiplication and division facts.

- Weekly battles may be set in classes in order to motivate and engage children.

Spelling Shed: is used for spellings which are set regularly by the class teacher.

Phonics Play: Children in Reception & Key Stage 1 may use Phonics Play to support their Read Write Inc learning.

Delivery:

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

Some examples of remote teaching approaches which we will be using include:

- Recorded teaching (e.g. video/audio recordings made by teachers or clips from 'youtube', Oak National Academy lessons)
- Instructions and activities set by teachers on Tapestry/Seesaw/Google Classroom.
- Worksheets attached on Tapestry/Seesaw/ Google Classroom – **these do not need to be printed. Answers can be written into workbooks or on the student template on the seesaw screen (in KS1)**
- Reading : using their own books, Accelerated Reader & Oxford Owl eLibrary.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. This may include BBC materials.
- Live teacher input and feedback
- 'Curriculum' grids with activities and clips to support learning.
- 'Well-being' grids that include well-being, PE and outdoor learning suggestions.

Timetables will be shared on a weekly basis with recommended timings for the day. These are not compulsory but can offer your child a structure that is comparable to a normal school day.

Live sessions: - We understand how critical it is for your child to engage in a live manner with their peers as well as their teacher. Therefore, there will be scheduled sessions where they are able to do this, as well as have learning input delivered, depending upon the class's needs. These sessions would be a priority for your child to attend, as it allows class teachers to engage directly with the children. **All live sessions will be recorded so if your child is unable to attend it will be saved in their Google Class folder.** (tbc)

Recorded presentations: - This is to allow your child's teacher to model and teach that lesson's learning. We appreciate that parents may need to complete this learning at different times during the day, as well as allow children to stop the presentation and consolidate learning, hence the use of recorded rather than live lessons.

Powerpoint presentations: - Some lessons may be presented in powerpoint form. This is to allow you flexibility in deciding when best for your child to complete this learning.

Timetabling of lessons:

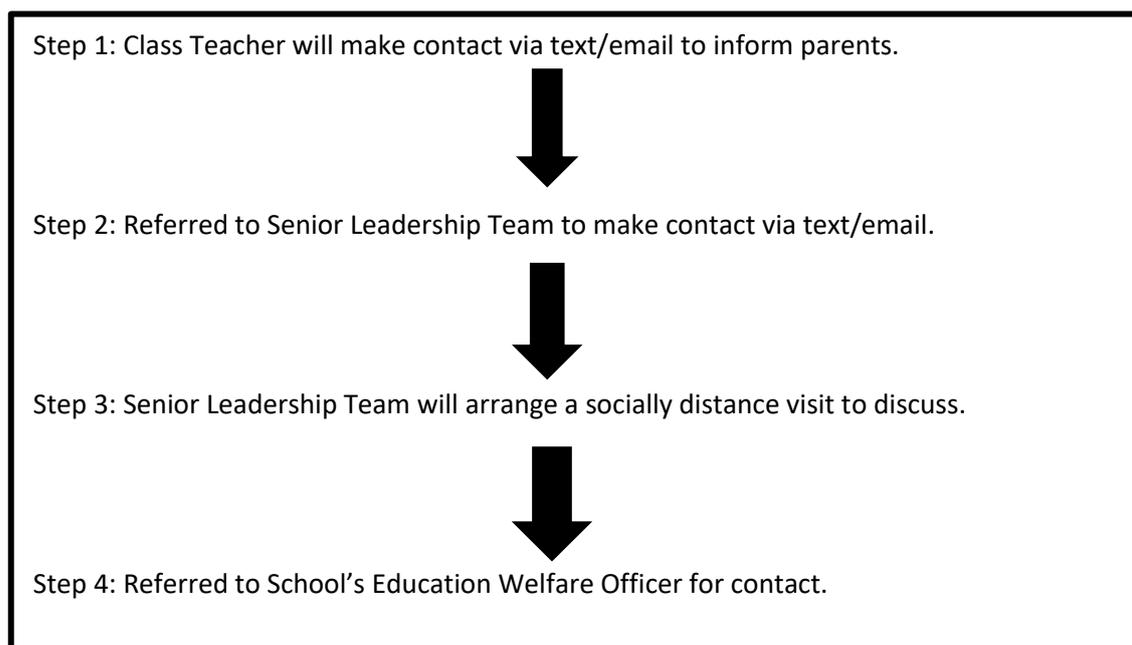
We are aware that remote learning relies heavily on the use of technology and will increase your child's daily 'screen time'. Therefore, we are considering an afternoon where we will be asking your children to turn off their screens and participate in some Outdoor Learning opportunities using our Outdoor learning / PE & Wellbeing grid.

Year Group/ Key Stage	Outline of learning <i>These may differ slightly depending upon what your child's class and children may need each week. Please refer to the weekly timetable posted on the website each week.</i>	Priority Subjects <i>Should your child be struggling to complete all the learning each day, please see below our suggestion of how to prioritise subjects</i>
Nursery	<p>A Good morning video with story & challenge for the day. (Parents please 'like' this)</p> <p>Using Tapestry Memo: a video covering Physical Development / Communication & Language/ Phonics</p>	<ol style="list-style-type: none"> 1. Story 2. A Challenge
Reception	<p>Using Tapestry Memo: A Good morning video with story & signpost to maths video/ activity. (Parents please 'like')</p> <p>1 Read Write Inc video - by class teacher</p> <p>Links to Just Dance activity</p> <p>Challenge activities from across the EYFS Curriculum.</p>	<ol style="list-style-type: none"> 1. Maths Activity 2. RWInc 3. A challenge
KS1 (Yrs 1&2)	<p>Morning: 9:00 am. A seesaw announcement to welcome the children and prepare them for the day.</p> <p>1 x Seesaw maths introduction video and activity.</p> <p>1 x Seesaw Read Write Inc introduction video and activity / English.</p> <p>Afternoon: Year 1 - Challenges based on play /</p> <p>Year 2 - Topic, RE and Science activities using Curriculum and wellbeing grids and challenges.</p> <p>One activity on outdoor learning and two P.E activities from Wellbeing/Outdoor PE Grid. 2 activities from the whole school curriculum Grid</p> <p>3.00pm: Seesaw Story telling.</p>	<ol style="list-style-type: none"> 1.Live sessions 2.Maths, RWInc 3.Science 4.RE 5.Curriculum subjects / Topic Grid
KS2 (Yrs 3-6)	<p>Morning: Zoom / Google Meet with whole class with an introduction to the day</p> <p>9.00am: English/ maths introduction & task explanation</p> <p>11.00am: English/ maths introduction & task explanation</p> <p>Afternoon</p>	<ol style="list-style-type: none"> 1.Live sessions (Registration) 2.Maths, Reading, English 3. Science 4. RE 5. Curriculum subjects/ Topic Grids

	<p>Pm: Challenges. Two P.E activities - from the whole school curriculum P.E/outdoor topic grid. 1 x link to an outdoor learning activity per week - from the whole school curriculum P.E/outdoor topic grid. 3 activities from Curriculum Grid each week. 1 hour of RE per week 3.00pm: Zoom/ Google Classroom Story telling</p>	
<p>Whole School:</p> <ul style="list-style-type: none"> • 5 Live registration & check in sessions per week, per class • Weekly whole school Collective Worship (Pre-recorded)Yr 1-6 • 1 Reception Collective Worship (Pre-recorded) • All classes will deliver a celebration assembly (either recorded or live) to celebrate the learning from the week • Weekly whole school THRIVE activity using our Breathe toolkit. • 5 end of day story times/ check-ins per class • There may be opportunities for small groups and 1:1 sessions with a member of staff in areas such as R,W,Inc/ Reading / Maths. If your child is invited to this, a staff member will communicate timings to you directly. • 1:1 Pastoral mentoring sessions for some pupils learning remotely to support <ul style="list-style-type: none"> ➤ 1 afternoon - 'Tech Free' - Outdoor Learning activities will be set 		

Engagement:

A priority of our Remote Provision is to ensure children engage in their learning and Class Teacher. Therefore, each class will offer a Registration session each day and an afternoon story / catch up session each afternoon. Aside from the learning opportunities outlined above, this is an opportunity for teachers to monitor 'attendance' and engagement so we encourage parents to prioritise these meets. As a leadership team, this will be monitored on a weekly basis with the following steps in place should there be a lack of engagement:



Feedback:

- We understand the vital role that feedback plays in developing a child's learning, and will endeavour to ensure that it remains - as much as possible - in line with our Marking and Feedback policy. The amount of feedback and marking delivered will depend upon a child's needs and the judgement of the class teacher. Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback, verbal feedback, children being invited to join zoom and work with the teacher, written comments on pupils' work submitted through Google Classroom or quizzes. Feedback during video conferences may also be given to children. The teacher will be checking all work submitted daily, so it is important for them to go back and check their work the morning after to see what their teacher has written.

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:

- Offer parents practical suggestions to complete activities
- Provide 1:1 live sessions with either a SEN learning assistant or the classroom teacher through the week
- Ensuring EHCP Plans are being adapted to suit the situation & followed
- Loaning resources from school to be used at home
- Supporting and providing teletherapy from specialist staff
- Compiling learning packs that provide structure to the day if required
- Offering Thrive 'catch ups'
- SENDCo contacts families regularly, either via phone call or video call
- Regular monitoring of children on our SEND register by SENDCo & SLT

Access:

In line with the government's initiative to support those families with either limited access to technology or internet connection, we are able to loan laptops for the duration of School Closure or Individual self-isolating periods. The government has also introduced a Data Allowance Scheme. The purpose is to ensure that families have adequate internet connection and sufficient data allowance to access remote learning resources and lessons. Please contact the school office for more information should you require it. If families are finding Learning from home difficult for any reason, please contact the school so that we can support you and find ways to ensure you are able to be successful in learning at home with your child.

Remote Education for self-isolating pupils:

Our remote learning provision for self-isolating pupils - when the majority of their peer group remains in school - is aligned to the curriculum taught in school, and the above Remote Provision. We will continue to use the technology platforms the children are used to support their learning from home.

Safeguarding for live learning:

During Live Meets, please ensure that an adult is with your child for the duration of the meet, and that your child is in an appropriate location in appropriate attire. All 1:1 meetings will be recorded under the most recent guidance, so if you do not want your child to be seen, please ensure that their video is turned off. Within the school, the settings of Google Classroom and Zoom will be set so that children should not be able to join the meeting until an adult is present. They should also not be able to share their screen or use the chat function unless authorised by the class teacher. For further details regarding our Safeguarding policy please see the school website for both our main policy and the COVID-19 addendum.