

All Saints' C of E Primary School, Maldon

Remote Learning Provision

Remote education provision: information for parents

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

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?

In the first day of remote education, teaching staff will record video lessons for day two of remote education. During this first day children will be able to access a 'menu of activities' which will be published for pupils to choose from during that first day. These will be age appropriate.

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?

Yes.
We will endeavour to teach the same curriculum remotely as we do in school. We may need to make some adaptations in some subjects where resources may be limited in the home environment eg exploring mummification through modroc models or where tasks require a number of children to work collaboratively on a task eg, playing small sided games in PE.

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:

EYFS	Between 3-4 hours a day incorporating direct watching of teaching videos and time to respond independently and rehearse skills. This includes: A daily Phonics lesson (about 15-20 minutes of video interaction + independent time) A daily Maths lesson (about 15-20 minutes of video interaction + independent time) A daily topic lesson (about 15-20 minutes of video interaction + independent time) A choice of activities from a weekly menu of activities that incorporates all other subjects being covered during this term's topics. These may include links to youtube clips or websites to support children in understanding what to do in these subjects. The school's sports coach provides PE lessons on a weekly basis for children to follow, though children may choose to do this more regularly. A story time of about 10 minutes read by a teacher in the phase.
KS1	Between 3-4 hours a day incorporating direct watching of teaching videos and time to respond independently and rehearse skills. This includes: A daily Phonics lesson (about 15-20 minutes of video interaction + independent time) A daily Maths lesson (about 15-20 minutes of video interaction + independent time) A daily English lesson (about 15-20 minutes of video interaction + independent time) A choice of activities from a weekly menu of activities that incorporates all other subjects being covered during this term's topics. These may include links to youtube clips or websites to support children in understanding what to do in these subjects. The school's sports coach provides PE lessons on a weekly basis for children to follow, though children may choose to do this more regularly. A story time of about 10 minutes read by a teacher in the phase.

KS2	4 hours a day incorporating direct watching of teaching videos and time to respond independently and rehearse skills. This includes: A daily Maths lesson (about 15-20 minutes of video interaction + independent time) A daily English lesson (about 15-20 minutes of video interaction + independent time) A choice of activities from a weekly menu of activities that incorporates all other subjects being covered during this term's topics. These may include links to youtube clips or websites to support children in understanding what to do in these subjects. There may be video lessons prepared by teaching staff introducing aspects of topics or particular subjects - these vary in length but might typically be about 20 minutes in length + independent time. The school's sports coach provides PE lessons on a weekly basis for children to follow, though children may choose to do this more regularly.

Accessing remote education

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

All video lessons, menus of activities, collective worships, storytimes and further activities are posted on the school website, through the 'Children' tab and by selecting 'class pages' from the drop down menu. Each phase has a star which children select and then find the daily star which gives them all their daily lessons.

Additionally older children who are more digitally literate can access activity through their Google classroom.

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:

Staff are proactive in determining which children may not have the technology to access online learning. In the first 2 days support staff will make wellbeing checks of all pupils, check they know how to access learning and establish their capacity to do

so. Following these calls we will:

- Lend laptops/chromebooks/tablets to pupils
- Issue 4g wireless routers that enable a wireless connection (this is dependent on the DFE issuing these - they have been applied for but await delivery)

How will my child be taught remotely?

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

Below is a list of the ways we provide remote learning:

- Daily online video lessons recorded by staff, including Phonics, Maths, English, and other subjects.
- School Maths No Problem workbooks used in school provided to support the video lessons.
- A menu of activities provided to support weekly topic work and a broad balanced curriculum offer.
- Provision of a daily act of Collective Worship led by the headteacher, senior staff or virtual visitors.
- Weekly Zoom sessions each Friday afternoon to support wellbeing led by the classteacher.
- Storytime sessions lead by teaching staff
- Additional activity of interest posted on our Facebook Community Page eg Forest School activity.
- Regular (at least weekly) wellbeing checks through phone calls made by pastoral staff and class support staff.

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?

In the first 2 days as part of wellbeing, engagement and technology checks, support staff will establish with parents how they can access remote education and how they can send work to teaching staff through phase emails. Additionally in EYFS parents are able to engage through the Tapestry platform. Staff will monitor parental engagement and record to support assessment and safeguarding.

Whilst there is a legal obligation for schools to provide remote learning but no legal obligation for parents to complete work set, we actively encourage parents and pupils

to engage with the learning and monitor this engagement to support pupils.

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

Feedback on work sent in is provided as swiftly as possible and ideally provided on the same day work is completed. Phase leaders monitor pupil and parental engagement and provide feedback to the HT to look at levels of engagement. This is discussed at senior leadership level and actioned appropriately. Actions may include discussions by support staff as part of wellbeing checks, phone calls from class teachers or even a doorstep visit from the HT where parents are reluctant to engage. The HT challenges senior leaders to increase levels of engagement as part of their role as phase leader and Governors monitor this.

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

Our approach to feeding back on pupil work is as follows:

- Pupil work sent in through phase emails is given feedback as swiftly as possible and is typically given on the same day.
- EYFS pupils who upload work to Tapestry similarly receive feedback from school staff.
- Work posted on the Facebook community page may receive comment from school staff but also other parents may also celebrate successes.
- Pupils' success is celebrated through a special celebration assembly on a Friday, where pupils' high engagement and learning is celebrated through the Wall of Fame.
- Phase leaders together with teaching staff will keep records of engagement and standards.

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:

For children who are supported at SEN Support level the main point of contact will be with your child's class teacher or a member of support staff who knows your child well and can advise you how activities can be adapted to suit your child's needs, suggest and provide additional resources and give advice on how to support their emotional well-being. This may include them consulting with our SENCo, Mrs Spurling, where appropriate. Any additional concerns you have following this may be directed to her via her e-mail address on the school website.

For children with Educational Health and Care Plans we provide:

- Liaison with Mrs Spurling to identify specific barriers to learning at home, discuss what can reasonably be managed by all parties and to continue coordination of information and advice from appropriate outside agencies.
- Regular contact with a member of school staff who knows your child well to discuss how work set for the phase group can be adapted to meet your child's needs or identify alternative activities that are accessible to them and provide advice on how to support their emotional wellbeing.
- The offer of interactive communication with your child at a frequency agreed with you to engage them in learning, e.g. through video-calls to share an activity in real time and for them to be able to share their engagement with other activities or any concerns they may have. For some children who are reluctant to engage with on-screen interaction phone calls are offered as an alternative means of communication..
- Provision of additional equipment and resources, including links to appropriate online activities,.to support your child's individualised learning programme (including resources for activities set by outside support agencies such as the NHS Provide Speech and Language Therapy Service)..

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 lockdown where the very large majority of pupils are not in school there is no

difference in the provision made for those self isolating and the rest of those engaging with remote education.

However in a period in which the large majority of the school community is in school and a very small number are self isolating, pupils will be directed to national schemes such as the Oak Academy or BBC programme as teaching staff will now be engaged in facilitating learning for pupils in school.