# Fiddlers Lane
## Community Primary School

# 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 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 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?

> **Provision made available immediately.**
>
> For the first week of a lockdown for home learning, each child will receive a pack of resources, which will be similar to the work pupils will be completing in school. The resources will also be available on line.
>
> Nursery and Reception packs include learning activities linked to their curriculum. These include maths and English activities and creative
>
> Year 1 and year 2 packs / online learning including consolidation work for English and maths. Online learning through links to lessons including Purple Mash and Espresso activities.
>
> Year 3 and year 4 packs / online learning including consolidation work for English and maths. Online learning through links to lessons including Purple Mash and Espresso activities.
>
> Year 5 and year 6 packs / online learning including consolidation work for English and maths. Online learning through Microsoft Teams including links to learning activities and videos.

**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?**

Remote education

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. For English and maths the same curriculum is taught. However, we have needed to make some adaptations in some subjects. For example, PE will be taught through video links such as Joe Wicks or resources for Upper Key Stage 2 such as Youth Sport Trust Challenge

# 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:

| Primary school-aged pupils | |
|---|---|
| | - Key Stage 2: 4 hours a day |
| | - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children |
| | - Nursery and Reception pupils will receive less than 3 hours per day |

# Accessing remote education

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

**Online tools or digital platforms, for delivery and assessment.**

Parents were questioned on how they would like to receive home learning resources and given the choice of on-line, paper packs or a mixture of the two.



Nursery and Reception pupils receive on line resources through **Purple Mash** and paper resources in the form of packs, which can be picked up from school on set days. All pupils have been sent **logins and instructions** regarding how to access the program. Pupils also are given / can **collect paper packs** which include print outs of the on line materials.



Online Learning Platform for whole school curriculum delivery (5 to 11).

KS2 Year 5 and 6 are using **Microsoft Teams** through **RM Unify Learning Platform**. Copies of the work sent home in paper packs are on Teams. Year 5 and Year 6 are aiming for all work set to be on line from the third week in January.

Pupils access links to **recorded video lessons** including **Oak Academy** resources to support the wider curriculum.

Links to videos and work to be completed are provided for each year group though class **2blogs** for N-yr6 and though **Teams** for year 5 and year 6.

## 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:

**How we issue or lend laptops or tablets to pupils, and where parents or carers can find more information**

- All parents and carers were asked if they were able to access on line learning and if they would prefer on line or paper packs.

**How we issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information**
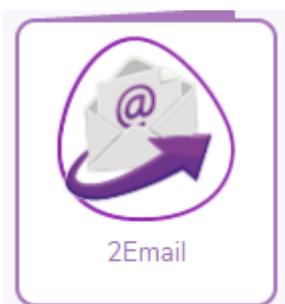
- For parents who requested the loan of a device, this was possible for a limited number of once DfE devices were released. Pupils in KS2 were initially prioritised for devices, then KS1 pupils, then EYFS. Parents and pupils are expected to sign a loan agreement before the device is issued.

**How pupils can access any printed materials needed if they do not have online access**

- All pupils are given a paper pack containing resources for the first week of lockdown. Some of the task are ongoing such as comprehension work for KS2 pupils.
- EYFS, KS1 and LKS2 pupils will continue to receive paper resources throughout lockdown as the majority of parents requested these.

**How pupils can submit work to their teachers if they do not have online access**

- Pupils who do not have on line access are requested to return paper packs to school on their designated days. The day on which work packs are due to be returned is publicised on Facebook and e-mail reminders are sent to parents.
- If parents are able to send pictures of work completed prior to pack deadlines, they can be e-mailed to teachers through 2Email or to the school email.
- If packs are not returned, staff ring parents to discuss any issues or resource requirements.

2Email

2Blog

## How will my child be taught remotely?

**Some examples of remote teaching approaches:**

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are used to deliver some learning. These include Oak Academy, Purple Mash, BBC learning, Espresso and Hamilton Trust.

rinted paper packs produced by teachers include lesson explanations and instructions, workbooks, worksheets. All are available to all parents requesting them.

**Maths**

**White Rose Maths** resources are used for years 1-6. Pupils are able to view videos explaining the learning objectives and working through examples. For pupils using paper packs, similar written explanations are given in the packs sent home.

Recorded teaching sequences are used to deliver the maths curriculum using White Rose videos. (Work sent in paper packs contains the same learning and instructions)

**English**

Resources used to teach pupils English include Hamilton Trust and Literacy Shed. Hamilton Trust lessons include reading into writing sequences.

Video/audio recordings made by teachers are also used in some year groups

**Phonics** – Pupils in Key Stage one will receive phonics teaching through letters and sounds compatible resources in paper packs and Zoom phonics on line program. Lessons and activities reinforce key words.

**Spelling** - Is taught using No Nonsense Spelling resources – in packs and on line learning. Where appropriate, Espresso and Purple Mash spelling resources are also used.

**Reading** - online texts from Oxford Owls are available for all pupils. KS1 & 2 use texts and comprehension questions provided in work packs. The texts are also available on line.

**Writing –** written work is set regularly. Pupils complete work in exercise books sent home or on line, where appropriate.

Detailed explanations are included for parents for each lesson, each day to help with unfamiliar content of lessons. Glossaries and terminology sheets are included to explain unfamiliar terms.

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

**Science**

Lessons set are in line with activities completed in school. Oak Academy, Espresso and BBC Bite Size lessons are used where appropriate. For Year 5 and 6 teacher made videos and Power Points are used, including voice overs.

Packs for year groups include resources to carry out practical resources, where appropriate.

**Geography / History**

Lessons are set linked to topics from the school long term curriculum plan. Resources used include Hamilton Trust, Oak Academy and Espresso.

UKS2 GGP text books and comprehension books given to pupils working from

home which re-enforce aspects of the curriculum already covered.

**Art / DT** taught using various resources linked to themes on long term curriculum plan.

**PE** Links to Online activities such as Joe Wicks, BBC. Year 5 and year 6 are using activities from The Youth Sport Challenge trust.

**Music –** taught using various resources linked to themes on long term curriculum plan.

**PHSE / RSE** curriculum is delivered through SCARF (Safety, Caring, Achievement, Resilience, Friendship) approach using relevant resources.

**Computing** Purple Mash scheme lessons are used which include aspects of the curriculum such as coding and internet safety for year 1-6. Mini Mash activities are set for EYFS where appropriate.

**RE** lessons cover the long term curriculum plan for RE used in school.


Power Points and Oak Academy resources are used, linking to the topics on our long term curriculum plan.
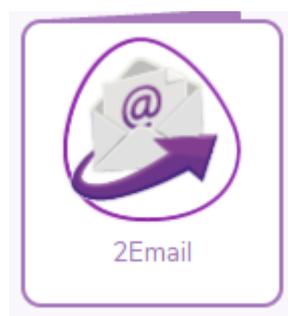

Currently, live lessons are not used for remote learning at Fiddlers Lane Community Primary School.

# 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?

Communication with parents

**Nursery, reception, KS1 and lower KS2** staff communicate with pupils and parents using Purple Mash **2Blog** and **2email**. Parents can also get in touch with teaching staff by e-mailing or telephoning the school office.



- Pupils are expected to register by logging on to the 2blog daily, for nursery and reception to year 4 pupils. **Year 5 and year 6 pupils log into Microsoft Teams** and interact with teaching staff to register.

- A suggested **time table** has been **sent to parents** to aid timely completion of work.

- All parents and carers are encouraged to let school know about any issues promptly so we can help solve them

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

**How, and how often, we check pupils' engagement with remote education**

- Teaching staff check on line engagement daily. It is important that parents ensure that pupils have registered daily by logging onto Purple Mash or Teams, even if work being completed is in paper packs

- Where packs have been requested the work competed is monitored weekly, when the packs are returned.

- Where pupils are in school for some days, for example if their parents are key workers, those pupils are expected to continue work at home on the days they are not in school.

**Action we will take where engagement is a concern, including how you will communicate parents and carers**

- Phone calls are also made where there are concerns regarding engagement

- Parents will be asked what issues they have and how school can help overcome these, for example by the loan of a laptop where possible.

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

Feed back 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 feeding back on pupil work is as follows:

**The methods we use to assess and feedback on pupils' work and how often pupils will receive feedback on their work**

- Daily feedback is given for tasks completed on line such as maths and English tasks. This may take the form of instant feedback for quizzes or online activities.

- Teachers will post answers to work set where needed, at the end of each day.

- Whole class feedback is posted on the class blog. Where personal feedback is necessary, 2-email is used or an individual phone call from a staff member

- Where parents have requested paper packs, feedback is given when the packs are returned.

- This is through a phone call to pupil/ parents or an e-mail.

## 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:

**Remote education for pupils with SEND**

- Work set on online platforms and in the packs sent home is differentiated to meet the needs of all learners. Where SEND pupils need simplified instructions or a task at their level these will be provided

- Specific work set at the level of each group of pupils is posted on line or included in the paper packs

- Quite often, tasks set that pupils can complete independently.

- On line instructions and videos have been chosen to reduce the amount of adult support needed.

## 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 the curriculum delivered in school and at home is very similar.

- Once all pupils are back in school the provision of home learning will be different.

- If a whole bubble / year group is self-isolating the offer of week will be similar to during lock down – see above.

- If an individual pupil is self-isolating, pupils will be set standalone tasks using Purple Mash and Oak Academy, White Rose and Hamilton trust resources. This work may be different to the rest of the class, as teachers will be delivering the usual in school curriculum.