

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.

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?

**Early Years (Reception and Nursery):** Teachers will set learning through Tapestry and Google Classroom. This will begin from the first full day of isolation / home learning. EYFS will also use Google Meets to interact with pupils at different times of the day when whole hubs are isolating or during a lockdown.

**KS1 and KS2:** Teachers will set learning through Google Classroom. This will begin from the first full day of isolation / home learning. Pre-recorded lessons will be uploaded each day and Google Meets will be used for delivering one live session throughout the day where whole hubs are isolating or during a lockdown.

All learning will be accessible through Google Classroom but not all of it will be needed to be completed using technology, for example, practical activities may be set for children to be completed on paper or in other ways.

#### 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.

Where some subjects have to be altered, PE is an example, staff will endeavor to sequence learning using resources and schemes of work the school has.



### 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:

<b>EYFS</b>	2-3 hours each day.
<b>Key Stage 1</b>	3 hours each day.
<b>Key Stage 2</b>	
Years 3 and 4	3 and a half hours each day.
Years 5 and 6	4 hours each day.
<b>Primary school-aged pupils</b>	There will be a minimum of 3 sessions of learning a day. KS1 and KS2 will usually have mathematics and English work for session 1 and 2 and then other subject learning for session 3.

### Accessing remote education

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

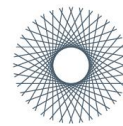
We will be using Google Classroom as the platform for setting and assessing learning. The EYFS also use Tapestry.

A range of online websites will be used to deliver a broad and balanced school curriculum. These include:

Purple Mash, Phonics Play, Jigsaw, Language Angels, Oxford Owls, Times Tables Rock Stars, Fitter Future, Teach your Monster to Read, The National Oak Academy and BBC Bitesize

#### 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:



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FSM children that are struggling to access the remote learning may be offered a Chromebook/Ipad for the duration of the lockdown. We will then be able to invite parents into school to sign out a Chromebook to be used throughout the duration of the self-isolation / home learning / lockdown. Once the child returns to school, the Chromebook will be given back and signed back in.

If parents are having issues accessing the Internet, they should contact the class teacher through the contact form on the website (class pages) if possible or call the school. We will then be able to make contact to discuss the best way forward.

If online access is not possible, printed copies of the learning can be provided but this should be a last resort – These packs will be returned each week so the teacher can monitor the learning. The class teacher will phone the parent and child to ensure they understand the learning and expectations.

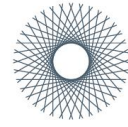
Work can be submitted through Google Classroom, if this is not possible and work is being completed on paper, work can be brought to the school office and given to the class teacher to provide feedback (mark).

## How will my child be taught remotely?

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

Some examples of remote teaching approaches:

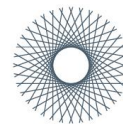
- Live sessions with teaching staff – this is an opportunity for children to share any concerns with their learning and for the teacher to teach and give feedback. For the children's social and emotional wellbeing, as they can interact with their peers whether in school or working from home.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) On the class stream, there will be a video for each of the three lessons, explaining the work and desired outcomes. These videos can be watched as many times as needed and will remain available for the duration of the remote learning. Each morning, the new lessons will be uploaded.
- Between 9am-12pm and 1pm-3pm, a member of teaching staff will be available for your class to 'check in' using the private message function of the day's assignment. This provides them with the opportunity to ask questions, clarify a method or go through their work with a teacher.



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Some examples of remote teaching approaches:

- Printed paper packs will be available for children that are unable to access online learning. These packs will be returned each week so the teacher can monitor the learning. The class teacher will phone the parent and child to ensure they understand the learning and expectations.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are available to support and enhance the learning. At Alban Wood we use: Purple Mash, Phonics Play, Language Angels, Oxford Owls, Times Tables Rock Stars, Fitter Futures, Teach your Monster to Read, The National Oak Academy and BBC Bitesize.
- Teachers will strive to adapt all learning to suit remote education / learning from home.
- Where specific lessons are identified as not transferrable, such as some theme lessons, changes to the order of the delivery may be made. Teachers will ensure that this does not impact sequential learning and adapt learning throughout the year to accommodate.
- Some subjects may not transfer to home learning / remote education, such as PE, Art and Design and Technology. These can be difficult to replicate exactly the learning planned for in school learning.
- In PE, alterations to the curriculum will be made where space and resources can be a problem. A focus of the school will be a priority where fitness and exercise, sequenced learning will be used.
- Creative subjects such as art and design and design and technology will be adapted so that learning can be carried out home. Teachers will ensure that parents are informed in enough time, of the resources they could purchase in order to complete the learning home. The school may be able to provide the resources for collection so children can complete the learning at home. As a last resort, teachers will remap these sections of the curriculum over the remainder of the year to ensure that learning can happen in school if possible but remains sequenced and progressive.



## 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?

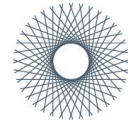
- Pupils must complete the work on Google Classroom each day, if they are well enough to do so.
- In the EYFS, Tasks / activities set on Google Classroom and Tapestry will be carried out by the pupil with parental support.
- Pupils must submit work for online marking for each session set by the teacher by the due date/time.
- Pupils can complete work on paper and photograph it and then submit the work through Google Classroom. This works well if the child finds typing challenging or for certain tasks which lend themselves to paper-based responses. The class teacher will support with this.
- Where access to Google Classroom is not possible, and as a last resort, work should be completed on paper and brought to the office.
- Parents should support their child working through the home learning set. Depending on the age of the child, this level of support from the parent will vary.

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

- Work is checked daily by teachers using Google Classroom
- Printed packs will be marked the following week and feedback will be via telephone
- Teachers will call the parents of children who are not regularly engaging in the on line learning. Any issues will be discussed and support put in place. All online work must be completed by the child self-isolating / home learning during a lock down in an acceptable time frame. This will be escalated up to the Phase Leaders and then Head of School if there is no improvement.

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

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 feeding back on pupil work is as follows:



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- Feedback will be daily via Google Classroom/Tapestry to individual children or whole class during the daily live sessions
- Feedback via email, where appropriate / needed
- Feedback will be provided in the acceptable timeframe just as teachers provide feedback on in class learning.

## Additional support for pupils with particular needs

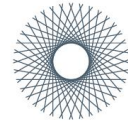
### How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- Differentiated work / activities will be set through Google Classroom / Tapestry where appropriate.
- Where an individual need is identified, teachers will provide additional support if appropriate and will seek guidance from the SENCo
- Tapestry will be used in Early Years, where tasks and activities, often practical, will be set for children to complete with parental engagement.
- Children in KS1 will have work set through Google Classroom where the expectation will be that parents will support the learning following the online learning instructions, questions and lesson structure.

## 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?**

- Where individual children are self-isolating rather than whole hubs learning from home, work will be set in the same way using Google Classroom (Y1-6) and Tapestry (EYFS). Live lessons for the self-isolating child(ren) will not be able to happen as the class teacher will be teaching the children in school.
- The class teacher will check in via phone with the child self-isolating and support where needed
- Work will need to be handed in by the child and the class teacher will provide feedback where appropriate
- Parents can contact the teacher directly via the class page contact form on the website. The class teacher will respond as soon as possible.