

Newsham Primary School



Statement about Remote Provision of Learning

Last updated: 21/01/21

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.

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

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?

Throughout the year, children have access to a comprehensive suite of online learning platforms, which will continue to be available immediately to pupils working remotely from home. Each platform will provide children with age appropriate learning resources linked to their year group curriculum; examples include *Education City*, *myON*, *Mathletics*, *Numbots* and *TTRockstars*. Additionally, a number of these platforms draw on dynamic assessments, which adapt to each individual learner, providing them with a more personalised learning experience; examples include *Accelerated Reader* and *Accelerated Maths*. Links to these resources can be found [here](#).

Within the first 48 hours, more specific learning resources will be uploaded to *Tapestry* and *Teams*. A guide to login to [Tapestry](#) and [Teams](#) can be found on the website.

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.

Work will be set using *Tapestry* (EYFS) and *Teams* (KS1 and KS2) each day. The work set will be equivalent to a full day's taught sessions/activities. In KS1 and KS2, each assignment will include appropriate teaching resources, such as a PowerPoint presentation, videos and/or links, alongside relevant worksheets or activity links.

Some subjects may need some changes, for example, if team games are being taught in PE other physical activity will be set instead. We may also need to adjust art and DT work as specific materials may not be available at home.

In line with school policy, we may block our subject work and therefore not every subject may be taught every week.

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:

Reception	2-3 hours per day
Key Stage 1	3-4 hours per day
Key Stage 2	4.5 hours per day

In addition, we expect that children read for an appropriate amount of time each day. For our younger pupils, an adult at home should support this reading. For our older pupils, we expect that this reading is independent.

Reception	10 – 15 minutes per day
Year 1	15 – 20 minutes per day
Year 2	15 – 25 minutes per day
Year 3	20 – 25 minutes per day
Year 4	25 – 30 minutes per day
Year 5	30 – 45 minutes per day
Year 6	45 – 60 minutes per day

We recognise that families will have additional stresses and time constraints if they are required to isolate, such as the need to work from home, and support more than one child with their learning.

Children are expected to engage with learning every day, but there is a realistic view that the full day's learning may not be achievable for all every day. However, this is weighed against the need to continue with education and reach end of year targets. Teaching staff will be mindful of this in conversations with parents about levels of engagement in home learning.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will follow the usual absence procedures in case their child is unwell.

Accessing remote education

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

As previously mentioned, Nursery and Reception children can access home learning using the *Tapestry* platform. Key Stage 1 and 2 will access learning through *Teams*. We also have many additional home learning platforms available such as *Mathletics*, *Accelerated Reader*, *TT Rockstars*, *Numbots* and *Education City*. More information about the additional home learning resources can be found [here](#).

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:

We have managed to secure 60 laptops from the Department for Education. We have also managed to source some others from charitable donations. These have now been distributed on loan to many of our families. There is a higher demand for these laptops and we have made further applications for more computers. To apply for a laptop, families complete a request form which is located on the [school website](#).

To further support access to home learning resources, we advise families on how to access [Teams](#) and [Tapestry](#) on a range of devices. These include tablets, phones, [PCs and Xbox/ Playstation](#). In some instances, these devices work best with keyboards and a mouse on request. School can provide these items on loan free of charge. Advice is provided about access on the website and through phone call/ home visit.

To support access to the internet, we have secured 30G Sim cards and these are being distributed free of charge to families who request them where a need is identified. We have also applied to the DFE for Hub's for free Internet access within family homes. When families request, we can communicate with broadband suppliers to confirm that families will be using data for home learning. Many suppliers have agreed to extend data arrangements when families meet this criteria. We are also signposting deals we become aware of where companies are supporting free or reduced price data.

Many of the sites we link to for our home learning resources are free data download sites. For example, on Oak Academy, mobile customers with O2, Three, Vodafone, EE, BT, Virgin, Sky and Plusnet will be able to browse the site even if they are out of data.

How will my child be taught remotely?

Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary. Activities will be part of a well-sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

There will be an element of video teaching every day. This may include pre-recorded content for the children, which may draw on the high quality teaching video published by Oak National Academy, White Rose Maths, and a range of other carefully selected sources.

Teachers 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.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

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?

We expect that:

- Each child will engage with the home learning that is set each day.
- There will be some work uploaded to *Tapestry* or *Teams* for each day. In some cases, this will be work completed by the children using *Word* or *PowerPoint*. In other cases, it may be a photo of some work, e.g. a maths worksheet, or a drawing. Parents and carers may need to support their child with this.
- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc. as required. School may be able to support some families should they have difficulty sourcing these items.
- Parents can get in touch with class teachers via email or phone if there are any issues with the above.

The best way to support your child with their homework is by ensuring a structured routine is in place for their day, in line with the timetable above. There is [a useful guide](#) on the website, which helps families create a positive learning environment.

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

Access to *Tapestry* and *Teams* can be monitored by staff in school throughout each week. For children in KSI and KS2, staff are able to see if a child has logged in to *Teams*, if they have viewed their assignments and if they have handed in work. Daily monitoring of usage is important. The child/ family's response to home learning is the only way we can assure the children are well. If a child is not completing the work, or the quality of the work noticeably dips, teachers or support staff will contact the family via phone or email.

Teachers will use their professional judgement about how to support the child and family. This could include a conversation with a child to motivate them or suggestions for how parents can support their child. If there is still a lack of engagement, the issue will be escalated to a member of the Senior Leadership team who will ring the family for more information and offer additional support if required. Safeguarding is always our first priority.

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:

- In EYFS (Nursery and Reception) pupils will receive feedback on their work in *Tapestry* with regular comments from teachers.
- In Key Stage 1 and 2, teaching staff will respond to work completed and submitted in *Teams* and adapt future work appropriately.

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:

- Children who have SEND are provided, where possible with differentiated or bespoke work linked to the targets on their pupil profiles, SEN support plans or EHC plans.

- Marking and feedback is given with regard to the needs of individual pupils.
- Regular feedback is provided through *Microsoft Teams*, via telephone calls and socially distanced home visits, SENDCo, teachers and support staff who know the pupils are involved as required.
- Pupils in EYFS have home learning provided through *Tapestry*. Activities are largely practical in nature and staff post video teaching for maths, phonics and storytelling
- Where possible all year groups use videos to support teaching and learning. Sources include You Tube, Oak Academy & White Rose Maths
- The termly review of pupil targets will involve a telephone consultation with parents, teacher knowledge and consideration of home learning outcomes. We recognise that this is not the same as seeing pupils in school every day, but will provide a basis for adjustment of targets until pupils are back in school full time

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?

Non-Covid related absence - no remote learning will be provided as the child should be in school unless they are too unwell to learn.

Child isolating due to contact with a positive test result or child isolating whilst a family member awaits a test outcome/ isolating for another Covid related reason – children can continue to access our full suite of online learning platforms, as stated above.

Class/ bubble has to isolate - full remote learning, with video input listed above.