



## Polehampton C. of E. Infant and Junior Schools

### Remote education provision: information for parents

The DFE have produced this template for schools to use to summarise our remote learning education provision. Whilst there is more detail on our Remote Learning policy, we hope this format adds to your understanding of our provision.

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?

- We are upload our remote learning work every week so any child can immediately access work at home. Work will be uploaded by any Monday morning. This work will mirror what was planned for the learning had we been in school.
- Teaching videos will be from reputable sources, such as White Rose Maths or Oak Academy.
- Should we have bubble or school closures, we would then daily Zoom sessions will start on the second day of any closure.
- Blank exercise books will be available by each school's front doors.

### 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?

- The remote learning plans will continue with the learning that would have taken place in class.
- Some lessons might need to be adapted, for example, team sports are not possible at home, so we might change the focus of PE lessons.

### Remote teaching and study time each day

#### How long can I expect work set by the school to take my child each day?

Government guidance expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Foundation Stage	Up to 3 hours a day
Key Stage 1	3 hours a day on average
Key Stage 2	4 hours a day

We are providing that, with the understanding that work could be spread across all 7 days to suit each family.



## Accessing remote education

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

**Infants** – a remote learning weekly planner will be uploaded to the website by Mondays when the children are in school, by the Friday before by the second week during school closures, so parents have time to review the learning over the weekend. Work should be uploaded to Purple Mash for school staff to mark and give feedback.

**Juniors** – your remote learning weekly planner will be added to Google Classroom – timescales as above. Work should be uploaded to Google Classroom for school staff to mark and give feedback.

### 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:

- Printed materials can be provided by the school. We ask parents to return this to school so the staff can mark and give feedback.
- School devices – we are exploring how we can loan school devices to families in need.

### How will my child be taught remotely?

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

- Regular Zoom sessions for children
  - Foundation Stage – twice weekly ½ class groups, with one other story time weekly for the whole class
  - Years One and Two – daily Zoom sessions to check in, explain the day's work and go over any misconceptions from the day before
  - Years Three-Six – twice daily Zoom sessions
    - Morning session – whole class to check in and explain the day's work
    - Afternoon sessions – ½ class groups to go over any misconceptions from the morning's work and explain the afternoon's work
- Pre-recorded lessons
  - These will be a combination of school staff and other reputable places, such as Oak Academy or White Rose Maths
- We will provide work across the curriculum for your child. Adjustments might need to be made for some subjects, i.e. team games in PE
- Exercise books are available if the children would like more paper
- Access to online learning platforms, for example Espresso, Big Cat reading books
- Printed packs for those who need it

## 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 want our children to enjoy their remote learning. We believe our daily Zoom sessions allow children to feel connected to the school and gain emotional wellbeing from seeing their friends regularly; in addition, these provide benefit for the children in terms of their learning. Ideally, we want children to attend every session; however, we will expect them to attend the majority of sessions.



We expect a high level of engagement in all remote learning. We expect work uploaded for each day's work provided.

We will be monitoring all aspects of our offer to ensure children are accessing learning at home and how they are doing with their work. We will be in touch with parents where we have concerns and adjust our teaching to support children, as we would if they were in school.

For this lockdown, parents are expected to support their children with all learning at home. We have provided suggested timetables to support with routines, whilst appreciating that some families need a more flexible approach. Please contact us for support if you have any questions. As a minimum, this would be one piece of English, one piece of maths and one other foundation subject. For Foundation Stage, we also expect phonics.

We realise time can be a challenge at home, so we are happy if work is completed at the weekend. Staff will mark this work and give feedback as outlined in our Marking and Feedback policy – for example, some individual feedback, some whole class feedback.

Zoom sessions might include short quizzes or children might be asked to show answers on their fingers or by writing down their ideas to show on screen, much as we do in lessons.

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

Stay involved in their work. Some work can be completed independently, depending on the task and the age of your child, but please check the remote weekly planner so you know what we are expecting and can monitor this at home. Set up a timetable that suits your family. Ensure they have good breaks from screens.

If we aren't seeing your child on Zoom or if they aren't completing work frequently, then we will be in touch. If we have concerns about their understanding of work, we will be in touch.

### **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 will follow our marking and feedback policy – see website

## **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?**

#### **Infants**

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 in school:** In class provisions will continue as usual such as RWI One to One Tutoring, Small Group Phonics, Plus 1 Maths, Small Maths Groups and other additional provision as outlined in the child's individual support plan.
- **For children at home:** Pre-recorded lessons and activities are provided by the class teacher or teaching assistants. There will be online interventions via Zoom such as RWI intervention and Plus 1 training for parents so that they can carry out this intervention at home.



## Juniors

Where a child has an identified special educational need or disability, class teachers can support individual parents to provide additional strategies and resources for the work they are providing. Meetings can be arranged to give broad and general strategies for home learning with the class teacher and SENDCO. These will most likely be arranged by school but can be at parental request.

*We will be mindful of fair and proportionate distribution of teacher time.*

In addition to class teachers, our Intervention Teacher, Miss Robinson, will be monitoring the work on Google Classroom to ascertain misconceptions/regular errors in children's work - this will be for children on the SEN register, those we have identified as having additional learning needs and those in receipt of pupil premium. These groups of children will have two or three weekly sessions with Miss Robinson. These sessions will cover work set by the class teacher on Google Classroom. It will be delivered to a small group and might also include 'over-learning' of certain key areas and/or guided reading.

We will also be offering regular slots for nurture support and check ins to those children who were receiving this when in school, or, where a teacher has identified a significant need for it. We are unable to do this at parental request. Children will be invited to this via email from the school office with an allocated time.

We will leave three or four spaces per week so that teachers are able to request a check in with a child who is either having significant difficulties with their learning or their wellbeing. We are unable to do this at parental request but conversations with parents will play a part in teacher decision making

Parents of SEND children may continue to require our support at this time and you can contact our SEND Leads

- Infants - Mrs Combe via [admin@polehampton-inf.wokingham.sch.uk](mailto:admin@polehampton-inf.wokingham.sch.uk)
- Juniors – Mrs Castell via [admin@polehampton-jun.wokingham.sch.uk](mailto:admin@polehampton-jun.wokingham.sch.uk)

## 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. However, the remote learning planner will still reflect the in-class learning so it shouldn't feel too different, enabling your child to keep going with the learning others are having 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?**

- Teachers won't be recording videos themselves as they have very little non-contact time – we will just use reputable sources
- Daily Zoom sessions won't be running – we will be in touch on the phone for short periods of absence (up to two weeks) or set up individual Zoom sessions for longer absences.