



2021

OLD CATTON JUNIOR SCHOOL REMOTE LEARNING PROVISION

INFORMATION FOR PARENTS



Old Catton Junior School

Remote Education Provision: information for parents

This information is intended to provide clarity and transparency to parents or carers about how we will remotely educate your children during a national lockdown, local restrictions or if cohorts (or bubbles) have to remain at home or individual pupils are self-isolating.

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 instance work will be available for your child to complete, from the next day under 'assignments' in their Teams account. In addition, if necessary, pupils may be sent home workbooks to complete independently. We will communicate with you using email and/or text regarding our immediate response so you know where to find your child's work.

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 will ensure our pupils are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects.
- We will provide frequent, clear explanations of new content delivered by a teacher or through high quality curriculum resources.
- We will provide opportunities for interactivity including questioning, eliciting and reflective discussion.
- We will provide scaffolded practice and opportunities to apply new knowledge.
- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.
- Therefore, we teach the same curriculum remotely as we do in school wherever possible and appropriate, particularly in English, maths, guided reading and phonics.

- However, we have needed to make some adaptations in some subjects.

For example:

- We may need to move some units around within our curriculum maps and planned teaching cycle if they involve a high level of practical resources e.g. teaching electricity in Science.
- We plan to move to online PE lessons with videos that are pre-recorded using staff across the Federation or by directing you to online resources for physical activity such as websites or TV programmes.
- We may suggest links to some foundation subject units of work that have been planned on Oak Academy - www.thenational.academy These units of work would still be directed and introduced by their Class Teacher, with some live input and work set in their Teams files to supplement the online videos and tasks.

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) provided by our school will take pupils **broadly** the following number of hours each day:

Primary Schools	Phase/Key Stage
EYFS	2.5 hours per day on average
KS1	3 hours per day on average
KS2	4 hours per day on average

Accessing remote education

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

We plan to use the following resources for children to access remote education:

- Microsoft Teams
- White Rose maths
- Spelling Shed
- TT Rockstars
- Oak National Academy
- BBC Bite Size

- Jo Wicks- P.E.
- Duolingo- Languages
- Scratch- Computer Programming
- Ilearn2.co.uk – Computing lessons

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:

- The school will lend laptops or tablets to pupils. Please contact the school.
- The school has SIM cards to give to parents to increase the data available so that pupils can ‘hotspot’ from devices to enable an internet connection. Many service providers are also providing additional data during national lockdowns.
- In the event that a pupil cannot access any technology, please contact the school urgently for more information. A place may need to be provided in school for your child.
- If pupils need to access printed materials and do not have access online, parents/carers would need to contact the school office and organise a suitable time to collect these resources from school. We would set this work on a weekly basis. Ideally it would be collected on a Monday morning.
- If pupils do not have online access they would need to complete their work that has been collected from school and submit it by bringing it back to school by the end of the week so that their Teachers can review their work and set more for the following week. Ideally the work would be submitted on a Friday.
- Arrangements for paper based work would need to be authorised by the Head of School and only after all other options had been exhausted for the pupil to access work online.

How will my child be taught remotely?

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

- live teaching (online lessons) for English, maths, guided reading and phonics. These are timetabled and shared with you via our website, email/text communication and by looking at your child’s calendar in Teams.
- A combination of some live input and recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) for science and other foundation subjects.

- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- online books
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- As far as possible, we expect pupils to engage with the timetabled live lessons. If they are unable to do so, they should access the lesson and any work to be submitted at a later date.
- As lessons are timetabled, we ask for parent support in ensuring routines are in place to enable their child/ren to access the live lessons wherever possible and the remote learning protocols are followed.
- We also ask parents to set a routine and provide a suitable working environment to enable pupils to complete other work requested by their teachers.
- If your child is persistently struggling to engage with their learning, please contact the school to speak to their teacher.

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

- Staff are able to monitor the engagement of pupils in the live teaching element of our remote learning provision.
- Staff will also continue to check pupils' engagement with all aspects of the curriculum provided remotely.
- Class teachers will contact parents on at least a weekly basis where the engagement of a pupil is a cause for concern.

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

Feedback can take many forms. It may not always mean extensive 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:

- We will enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole class feedback where appropriate.
- We will use assessment to ensure teaching is responsive to pupils' needs and address any critical gaps in pupils' knowledge.

Methods and regularity of assessment and feedback on pupil's work.

- The work or task set will determine the method of assessment and/or feedback that is necessary and useful. The Teachers will determine this and use their judgement to decide on the best methods to use.
- These may include: verbal feedback to individuals, groups or whole classes.
- Written feedback in the form of comments, notes, scores or when needed a longer, more in depth response to a bigger set piece of work e.g. a piece of extended writing in English.
- Test scores e.g. in spelling tests or times table tests.
- Scores in online quizzes, set to check understanding.
- Evidence of questions asked and answered in the lessons either verbally or via the online chat function within Teams.
- The frequency of feedback will again depend on the tasks completed. We aim to give regular feedback that is useful and helps children to progress . Not every piece of submitted work will require individual feedback. Some tasks are set for practice or over learning in order to better acquire a skill that has already been formally taught.
- All children should receive at least weekly feedback from their Teachers in the forms explained above.

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:

- We aim to include all SEND pupils within our whole class remote teaching, as we would in school.
- We will plan work that is accessible for SEND pupils and set at an appropriate level.
- We will check in with pupils we know may need more support while working at home e.g. through the live lesson chat and responding to “hands up”, questions from specific individuals as well as making phone calls home to parents/carers to offer extra support.
- We will aim to still offer some intervention lessons and small group work that the children may be used to receiving in school. E.g. Read, Write Inc.

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?

- Individual pupils self-isolating will have access to a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
- There will not be access to live lessons but pupils will be signposted to appropriate pre-recorded material where appropriate.