

Remote Education Provision at Old Fletton Primary School

This information is based on the guidance from the Department for Education and 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.

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 intended 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?

If the closure happens during the school day, children will be sent home with all the necessary books and equipment to complete the work intended be set. If the closure happens at no notice (as with the 3rd National Lockdown announcement) we will endeavour to arrange the collection of resources within the first few days.

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. Examples being PE: maybe gymnastics in school - but directed to Joe Wicks at home. Music: maybe Xylophones in school, at home it maybe guidance to a BBC bitesize music lesson or Oak Academy music lesson.

Remote teaching and study time each day

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

How will my child be taught remotely?

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

	Method of Curriculum delivery	Communication	Feedback	Duration
Reception and Year 1	2Build-a-profile Specific tasks set and appropriate links to websites and resources e.g. Phonics Daily Zoom tutoring: targeted additional phonics	<ol style="list-style-type: none"> 1. Messages on 2Build to parents 2. 1 x weekly catch up with staff 3. Office email if needed 	<ol style="list-style-type: none"> 1. Via messages on 2Build 2. 1 x weekly catch up with staff 3. Additional as needed 	1 - 3 hrs a day - obviously less for younger children
Years 2 - 6	TEAMS, with resources sent home Live learning (identified best practice from EEF research) that replicates as much as possible the typical school day Yr 2 will be live for a short part of pm and then independent application away from the screen	<ol style="list-style-type: none"> 1. Direct with students on-line 2. Telephone calls from school support staff at least weekly (acts as liaison with class teacher) 3. Office email if needed 	<ol style="list-style-type: none"> 1. Immediate through questioning 2. Quizzes set that allow instant feedback to the child 3. Resources like Lexia & Mathletics provide instant feedback to child and teacher 	Live lessons - equivalent to the school day (min 4 hours) (Y2 shortened pm to allow time away from screen and work in books)

Accessing remote education

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

- 2Build for EYFS and Y1
- Zoom Phonics tutoring Rec, 1 & 2
- Microsoft Teams for Years 2-6
- Read, Write, Inc. Phonics online videos
- Lexia Core5
- BBC - typically Bitesize
- Youtube - primarily for Joe Wicks workouts
- Times tables Rockstars
- Accelerated Reader quizzes
- Links to curriculum videos as required sent by teachers
- Oak Academy

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:

- Send a questionnaire early in the year to identify families who 'may' need technology support in the event of a bubble or school closure
- Families should email the office@oldfletton.peterborough.sch.uk who need technology (ie. laptops) or internet access (dongles, wifi, routers) support
- We apply for DFE laptops based on our need as soon as a bubble closes
- We will apply to BT/EE to access their 4G networks and Wifi hotspots on behalf of families
- Use school resources to 'top up' any technology gaps
- Ensure that the Technology at Home agreement form is shared and signed
- Provide access to Mr Dickson's email address to ask for support should families require something more specific
- We will have a 'Home-learning' team who will deliver and collect paper-based work and associated resources eg pens/scissors etc

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 are expected to embrace the learning offer fully, just as they would if in school
- Parents are expected to ensure that children are engaged in the school day, by providing routines and managing any technical issues (e.g. logging on)
- Parents are encouraged to NOT over support and guide the learning - this hinders retention and true meaningful learning

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

- Daily registers of attendance on TEAMS will be monitored and challenged in the same way as in school - First day calling
- Interactions through 2Build will be monitored

- Concerns regarding lack of engagement will be supported through contact with support staff telephone calls, identifying barriers - further challenge will be provided should there be no/limited engagement. Contact from either SaFE Officer, Deputy Headteacher or Headteacher

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:

- Communication from Staff via 2Build Including a weekly phone call from a class teacher
- Weekly low stake quizzes set for Maths, Reading and Theme (linked to teaching and knowledge organisers)
- Ongoing assessments through Lexia and Mathletics, that includes personalised scores and awarding certificates
- Individual feedback via Support Staff telephone call if appropriate
- Teacher questioning directly to pupils at home and in school - Cold Calling technique
- Self assessment and review based on answers provided by other pupils and the class teacher
- Opportunities to 'raise a virtual hand' for additional support and questions as needed
- Parents can contact the office and request a teacher call

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 with EHCPs will be encouraged to be in school in the event of a lockdown
- Children with EHCPs will have contact via telephone with their TA, appropriate work at their level will be provided
- Lower ability pupils will continue to be taught in sets for mathematics and have work pitched where differentiation by outcome is possible
- Where a child is constantly struggling in all areas parents can contact the office for the SENDCo to make suggestions or provide alternatives
- We do not expect our younger pupils (Reception and Year 1) to be able to use TEAMS, thus 2Build, which parents are familiar with, will be used to provide learning at the appropriate level. Learning tasks and links will be sent directly to parents each day to support current learning. There will be a balance of screen time expectations (eg watching short phonics clips) and practical learning. Parents can directly communicate with the class teachers, sharing their successes and indicating if they have any barriers. These are replied to and followed up in the weekly phone calls.

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?

Our remote learning provision will not change in the case of a bubble closure or the need for isolation. Younger children (reception - Year1) we will continue to use 2Build and offer the learning through a combination of tasks and appropriate links. For Year 2 - 6 we will offer live access to the lessons to avoid unnecessarily missing out on the nuance of class teaching. (In the absence of a class teacher due to illness or Covid - there learning will led by the partner teacher supported by teaching assistants)

Note: If a parent is choosing to not send their child to school due to Covid-19, although school is open, we are **not required to provide work** to meet this parental choice. We would aim to work with families to demonstrate how we can overcome their concerns. We would seek advice from the Local Authority regarding persistent non attendance.