



Scotch Orchard Primary School

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 if 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.

If you have any questions or queries about our remote learning provision, please contact your child's Phase Leader. Miss Sturch (Year 5 & 6), Mrs Ford (Year 3 & 4), Mrs Tomlinson (Year 1 & 2) and Miss Haywood (Reception & Nursery).

The remote curriculum: what is taught to pupils at home

Pupils' first day or two at 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?

When children are having to self-isolate, they will be sent links to the appropriate Oak Academy online lessons that match, as far as possible, the curriculum in school. Children will be asked to complete the work independently.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate.
- Our remote learning provision is coherent and carefully sequenced and mirrors the curriculum which would have been taught in school at this point in the year.
- We have needed to make some adaptations in some subjects, for example P.E. We would encourage families to take daily exercise in line with the Government restrictions as well as following the suggestions in our remote learning resources.

How will my child be taught remotely?

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

- All children (from Reception to Year 6) have access to daily high-quality teaching, pre-recorded by their class teacher.
- All children (from Reception to Year 6) are invited to join a daily live teaching session led by the class teacher.
- All children will have access to share in assemblies, discussions to explore feelings, self-esteem and developing levels of motivation.
- Other recorded teaching (Oak National Academy, BBC Bitesize, Wandle English Hub Letters & Sounds) will set by the teacher to support children's learning.
- Reading is 'set' as part of weekly home learning with all children across school expected to read to an adult at least three times a week. Children in Reception to Year 3 are encouraged to use Oxford Reading Owl resources and e-books. All children in these year groups will be allocated activities based on their reading proficiency.
- Children in Nursery, Reception and Year 1 will have a high quality phonics lessons each day, this will be either live or pre-recorded by a teacher.

Children are signposted to access videos from the Letters and Sounds website

All reading activities will be based on individual reading proficiency.

<http://www.letters-and-sounds.com/>

Remote teaching and study time each day

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

The Department for Education recommends that schools set work that is of equivalent length to the core teaching pupils would receive in school. This includes both remote teaching and independent work.

In Reception, Year 1 and Year 2, this is equivalent to 3 hours a day, on average, across the school cohort. This means that children in Year 2 may expect work set by the school to take more time than children in reception.

In Year 3, 4, 5 and 6, this is equivalent to 4 hours a day.

In addition to engaging with remote teaching and independent tasks each day, it's important to encourage your child to engage in social interaction and age appropriate activities as well as regular exercise.

Accessing remote education

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

- Each day, before 8am, all the necessary remote-learning links and resources for that day's learning are posted onto Class Dojo.
- Parents are sent a recurring link to access their class live meeting.

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 regularly surveys families to identify those without devices and internet access.
- A small number of individual devices are available for families to loan and these are allocated to pupils in greatest need. The leadership team are in regular communication with parents, as are class teachers about level of need.
- Internet connection is made available for those parents who may need it. The leadership team are in regular communication with parents, as are class teachers about level of need.
- For those pupils who cannot share their work electronically, copies of completed work can be hand delivered or posted into school for the attention of the class teacher.
- In the event of all the above failing, those children without access to a device at home are invited to attend school – in line with government guidelines.

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?

- Teachers will make regular contact with all children/parents in their classes to keep in touch and to ensure children are accessing learning.
- All children are expected to engage with the home learning set by school and this will be monitored daily.
- We encourage and promote parents and carers to establish a daily routine with regular sleep patterns, regular breaks, opportunities for age appropriate activities and exercise and to encourage pupils to engage in a daily act of kindness.
- Where engagement with remote learning is problematic, a familiar adult will make contact with parents/carers and the child to discuss additional support that might be needed.
- If you or your child are struggling to engage with the home learning, please contact your child's class teacher in the first instance or the school office by e-mail (office@sscotchorchard.staffs.sch.uk) or by telephone (01543 227400) and a member of staff will be in touch.

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

At Scotch Orchard we know that assessment is an integral part of the teaching and learning process. Assessment is the means by which we monitor the progress of pupils and evaluate the effectiveness of the quality of learning and teaching. It involves making judgements about a pupil's level of knowledge, understanding and attainment in processes, skills, knowledge and understanding in relation to the Early Learning Goals or the National Curriculum Programmes of Study and then deciding on the most effective teaching strategies to adopt, to formulate the next steps.

During this period of remote learning, your child's teacher will use a variety of methods to assess progress:

- **Class Dojo.** We will encourage parents to share their child's work via Class Dojo so children can receive **personalised feedback** from their class teachers and teaching assistants.
- Highly effective **feedback** will be provided during live learning sessions with small groups.
- **Quizzes and retrieval practice** - children will enjoy completing these which will help them to identify their own strengths and areas for development.
- **Self-assessment opportunities** are planned for all learning sessions.
- **Show and tell** – children will be encouraged to show and discuss work they have completed and their confidence level in relation to the learning objective and task during live meetings.

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.

- The SENDCo is working to support families, leaders, teachers and teaching assistants to ensure that all remote learning is tailored to the needs of individual children with an identified need.
- Phase leaders and class teachers are working collaboratively with families to so that the progress of children from their individual starting points is at least good.
- Class teachers are liaising with teaching assistants to deliver remote live intervention sessions to support SEND pupils.

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?

- If a class bubble needs to self-isolate, remote provision will be the same as described above, with some children receiving well-being phone calls from school.
- If an individual child needs to self-isolate, remote provision will be provided by quality recorded lessons, e.g. Oak Academy and links to join live daily lessons.