Remote Education - Information for Parents

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 classes to remain at home.

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?

Work and communications will either be a link to a live, or the lesson resources with instructions of what to do.

Your first check should always be on Microsoft Teams If you can't log on, please check the school website where there are guides and videos to help you and your child. If you are in need of extra help, contact the school office and we will find someone to help you.

The work that your child is given is suited to their age, interests and ability. Make sure you follow the teacher's instructions, particularly where you have been asked to send work back to them. This allows them to see how you are doing and provide you with help and advice.

If you need any other help or advice, please contact our school and we will do all we can to help.

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. Therefore, it is expected your child follows their school timetable for each day of lessons.

Holy Trinity remote learning aims are - *reflecting on what we learnt from last time from our baseline assessments, teacher observation and parent questionnaire.*

- Skills practice and working memory (reading, spelling and maths)
- Time table and structure
- High quality modelling
- Use of recall, revision and checking for understanding
- Interest and enjoyment though stimulating material that will develop independence
- Sustain good learning behaviour and cognitive development

We have adapted our remote learning curriculum intent to incorporate our findings and evaluations from when we had previous lockdowns through Covid 19 restrictions.

Our curriculum will focus on skills recall and fluency (working memory) and the principles that underpin our curriculum design. So live lessons will include scaffolding and retrieval practice, which are important for aiding pupils to know more and remember more.

English lessons with a core focus on spelling (phonics), sentence construction and maths lessons building on number knowledge and rapid recall. While also promoting the love of reading though shared reading and storytelling.

Our foundation and enquiry subject will generate ideas, exploration, research, and we intent that the breadth and depth of the curriculum will not be compromised or narrowed for remote education.

The sequence of these live lessons will follow the subject pacer documents, teachers will use questioning, and assessment tasks to asses prior knowledge and build the most important knowledge, whole class, small groups, individual tasks and quizzes.

The structure of the live lesson will focus on scaffolding learning, demonstrating, responding to pupil questions and providing feedback. With a closer focus on verbal explanations and exposition, and presenting concepts segments, so that pupils could concentrate for short bursts of time and teachers could check pupils understood the learning points regularly.

The live lesson will be a max of 30 minutes and so the shortening the length of lessons will aid pupils' concentration spans and to reduce screen time when working at home

Collective Worship will continue on a daily basis for the children to enjoy together. Some will be led by the Headteacher or the class teacher or recorded by the clergy.

However, we have needed to make some adaptations in some subjects. Please see below for the details:

Maths - Though daily live lessons and activities planned by the class teacher, there will be occasions where teachers use The White Rose resources to support the teaching of maths.

Science - Same curriculum but without the usual practical work. This has been replaced with animations/videos etc. Where possible, practical work will be suggested and instructions to do this at home given.

Art – Will not be the planned curriculum as we acknowledge resourcing will be a challenge at home. Teachers are finding creative ways to incorporate art lessons online and through set projects (e.g. junk modelling).

Music – lessons will be taught by the class teacher and using online recourse of Charanga

PE - This will be taught through Get Set sessions and are set inline with our curriculum.

Computing- Same curriculum through Purple Mash

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:

We expect that remote education (this includes remote teaching, either live or through interactive PowerPoints and pupils completing work independently) to take broadly 3 hours for The Infant School pupils and 4 hours for The Junior School pupils each day.

Live lessons are usually not longer than 30 minutes with independent follow up tasks. I addition specific children will be invited to focus groups or catch up session with the class teacher.

MONDAY, TUESDAY & THURSDAY

	YR	Y1	Y2	Y3	Y4	Y5	Y6
8.30		Registration and early work					
9.00		Eng	Catch up	Spag 1	Catch up	PE	Eng
9.30	Phonics*		Eng	Spag 2	PE	Eng	
10.00	1:1	Phonics		PE	Eng		Spag 1
10.30	read	Maths	Phonics	Eng		Spag 1	Spag 2
11.00	Number		Maths		Spag 1	Spag 2	Maths
11.30					Spag 2	Maths	
12.00		Lunch time		Lunch time	Maths		Catch up
12.30	Lunch time	Foundation	Lunch time	Maths		Catch up	
1.00	Curriculum		PE	Foundation	Lunch time		Lunch time
1.30		PE	Foundation		Foundation	Lunch time	PE
2.00	PE	Catch up					Foundation
2.30	Story			Catch up		Foundation	
3.00		Collective worship (tbc Year group, KS or Whole School)					

WEDNESDAY AND FRIDAY

	YR	Y1	Y2	Y3	Y4	Y5	Y6
8.30		Registration and early work					
9.00		Eng		PE	PE		Eng
9.30	Phonics*	PE	Eng			Eng	PE
10.00			PE	Eng	Eng	PE	
10.30		Maths		Spag	Spag		Maths
11.00	Number	Spag	Maths			Maths	Spag
11.30			Spag	Maths	Maths	Spag	
1.00		Collective worship HOS					
1.30 -3.00							

Type of session	Focus of Learning session	Per day	Per week
Live teaching lesson	Focus on key skills and teacher input	90	450
Pre recorded lesson	Revsions of key skills	30	150
Independent work	Task set through TEAMS or learning platform	120	600
Website resources	Get set, Oak Academy, Bite size.....	30	150
Small group (rota)	Teacher and TA focus teaching		30
Total minutes		270	1380
Total hours		4.5	23

Accessing remote education

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

Your child will mainly need their TEAMS login.

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:

Parents and Carers can contact the Headteacher if a child does not have access to a laptop, iPad and/or the internet. The school will do all it can to support children and will provide loan devices. Where funding can be accessed, remote devices and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

We also will provide learning packs with stationery and practical learning resources.

Our Assistant Headteacher for Inclusion, Ms Parker, will ensure that SEND pupils needing printed materials receive them; pupils can return work to the main reception in school periodically to allow teachers to give feedback on their work.

How will my child be taught remotely?

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

- Live sessions via TEAMS
- Recorded interactive PowerPoint
- Activities to complete using online platforms such as Purple Mash, Times Tables Rock Stars, Oxford owl, The Spelling Shed and Reading Eggs.
- Online worksheets/ assignments to complete and upload via TEAMS

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 pupils to get started with work at 9am and follow their usual school timetable.

Parents should check the quality of the work their child is producing. We suggest if possible, parents engage with children at lunch and end of the day to see the work they have done.

If asked by teachers, work is to be submitted for marking/checking through TEAMS. If your child has not attended lessons or has not be submitting work, you/they will be contacted by the school.

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

We have asked teachers to monitor the engagement of pupils through the below methods:

- Attendance of pupils at live sessions on TEAMS
- Setting quizzes which shows teachers your child's performance
- Checking if pupils are submitting work on TEAMS

If your child is not present at the live lesson or you have not contacted us to inform us they are unwell, the school will contact you. If there are still ongoing concerns after this point, your Headteacher will make contact.

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. Our approach to feedback back on pupil work is as follows:

- Whole-class questions and feedback during live sessions. This could be done through questioning or self-marked activities.
- Whole-class feedback by providing example answers.
- Quizzes marked automatically via digital platforms

A combination of these approaches should be appearing in every lesson.

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.

Therefore, we will make contact on a weekly basis via phone or email to check on how your child is coping whilst learning from home.

Any concerns picked up during a conversation will be passed on to the school Senco.

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?

There may be fewer interactive and narrated resources due to the teacher being in school teaching.

Links to online learning platforms

	TEAMS	Live lessons with class teachers. Set tasks and quizzes
	Purple Mash	Tasks set by the class teacher that link to the taught lessons and school curriculum.
	Letters and Sounds	Phonic lessons
	BBC Bitsize	Phonics revision after live lesson and Science practical lessons and video
	Oak Academy	Follow up activities to live lessons