

Peak Tor Federation
Stanton-in-Peak C of E Primary School

Remote Learning **Plan**

Jan 2021



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 where national or 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 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.

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, all tasks and lessons will be adapted for your child to compete at home. We will focus on daily practice of the core maths and literacy skills. Literacy will include reading, writing and Spelling, Punctuation and Grammar (SpaG) or phonics in the infants. Literacy may be focused around a book or the topic for the half term. Each class has a topic and there will be other curriculum lessons based around the class topic. We will also be nurturing our pupils' emotional and mental welfare by providing different activities for our pupils, this will vary from weekly online live PE lessons, art sessions, stand-alone wellbeing activities and forest school activities. We will also continue to remotely teach French.

We will also continue to encourage our pupils to develop their spirituality and encourage reflection through weekly Collective Worship and Religious Education lessons. These will give pupils the opportunity to explore their feelings and thoughts through bible stories and exploring Christian Values.

Any children identified as needing extra support will receive differentiated and individualised work. We will contact families via emails and weekly phone calls to ensure we are supporting children with additional needs effectively.

We will also be asking our pupils to practise skills to build fluency. This includes providing opportunities to ensure our pupils are:

- Reading fluency, accuracy and stamina
- Number facts and quick recall and application of calculation methods, including number bonds and times tables.
- Verbal reasoning and problem solving skills
- Use of age related punctuation.
- Segmenting and blending words

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 will take pupils broadly the following number of hours each day depending on the age of your child. This will include online meets and live lessons, online games, reading books and completing tasks and activities set by teachers.

Key Stage 1	At least 3 hours a day
Key Stage 2	At least 4 hours a day

We are aware that each family is homeschooling under a different set of circumstances and it is up to you how to arrange your child's home learning. We recommend that you create a routine, starting at 9am and follow the instructions from the class teacher as to which activities should to be completed. Joining our morning Google Meets and other live lessons will ensure a set routine is established and will make it easier for your child to get the most out of their home education. We have staggered all of our meets and live lessons where we can to ensure that siblings sharing a computer can still join in with their classmates.

Accessing remote education

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

Our staff will be using Google Classroom to set work and provide online lessons. You will be provided with a username and password so your child can access the platform. All of the work needed will be displayed clearly on this website. Completed work should be uploaded to your child's Google Classroom account, where appropriate, for teachers to mark.

The infants at Rowsley will be using a mixture of the school website and Google Classroom.

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:

- Identify any children who do not have access to any IT at home to enable effective home learning.
- Consider loan of equipment to children identified above.
- Issue loan agreements to parents and carers of children with no access to IT
- Prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school.
- Make arrangements for teachers and TAs to regularly contact all children by telephone (if no appropriate IT).
- Where appropriate, invite pupils with inadequate IT to receive education in school.

How will my child be taught remotely?

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

- Live teaching – these can be accessed via your child's Google Classroom and Google Meet facility and will consist of morning meets, live teaching lessons, drop in sessions and story time. Your child's teacher will send out links and times of these meets.
- Recorded teaching – your child may be asked to watch videos, made by the teacher or from other sources in order to help them learn new concepts.
- Worksheets or booklets
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, for example phonics play, topmarks, BBC bitesize etc.
- Other teaching tools available for use on the learning platform.

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?

In order to make sure your child's home schooling runs as smoothly as possible we suggest having a routine that you stick to each day. We have staggered our live teaching so that those with siblings can join in with all the live learning. There is a morning meet for your child as a way to see their friends, chat with their teacher and start their day. There are live lessons and lunchtime meets for your children to ask questions should they need too. In between these live meets we expect your child to complete the work set. By following a routine your children will know what to expect.

We are aware that each family has a different set of circumstances and that this will determine the support that you can offer your children at home.

We do expect:

- To see your child online when possible (daily).
- To see work submitted on a daily basis.
- You to ensure your child is being suitably supervised to ensure their online safety. Age appropriate controls should be set on all devices being used for home education.
- You to communicate with school if you are experiencing difficulties with home education.

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

Our teaching staff will be marking and monitoring the work your child is submitting to ensure academic progress is being made. Lessons and resources will be adapted, as it would in school, when needed. We will monitor your child's engagement in online learning. If we have any concerns about the engagement of your child we will be contacting you via telephone to see how we can best support you.

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:

We will be continually marking and assessing the work your child has submitted. We may give written feedback or give your child a score. We may add answers so that your child can self-mark. We may also ask children to share the work they have done during an online meet where teachers can give verbal feedback. Teachers will monitor work sent by SEND pupils and providing appropriate feedback. If we have any concerns regarding the quality or quantity of work being submitted, we will contact you via phone.

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:

In order to help our pupils with special educational needs and disabilities (SEND) our teachers will try and help in a number of ways. This may include but is not restricted to:

- Liaising with the school's IT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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?

The school already uses Google Classroom for online tasks which support the classroom teaching. Alongside this there are the creative curriculum topic tasks, posted on their Google Classroom page.

If a child needs to self-isolate, the pupil can access remote learning immediately on their Google Classroom page. Our teachers will ensure that appropriate work, following the learning of classmates will be posted by the following morning at the latest. We will be in contact during periods of extended isolation to discuss pupil's education.