

# *The Federation of the Church Schools of Shalfleet and Yarmouth*



## *Home Learning Offer*

*January 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 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 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?**

Within the first 24 hours, we will have our Google Drive folders set up, this will include a suggested timetable for the week, a welcome letter or video and daily work for the children. This work will be supported with online teaching videos which links to the work and objectives covered.

For those parents who do not have access to the internet or technology, we will ensure that parents are provided with Home Learning packs.

### **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. For example, we have had to make some adaptations to the curriculum for PE, Music and Science due to resource availability and ensuring that the lesson objectives and tasks are transferrable to the home setting.

## 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:

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| Primary school-aged pupils | Key Stage 1: 3 hours a day on average across the cohort, with less for younger children<br><br>Key Stage 2: 4 hours a day |
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## ACCESSING REMOTE EDUCATION

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

We are using the Google Drive to organise daily files for the children's work which are supplemented by teaching videos to support/communicate the lesson objective. We are using the White Rose Maths programme to support our Maths teaching.

Each day, the classes will be invited to a Google Meet where they can socialise with their friends, participate in activities and have a discussion about their work as appropriate.

### **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:

We will issue or lend laptops or tablets to pupils who do not have access to them at home.

We will provide printed materials for families who request it if they do not have online access or have a specific reason that they wish to discuss with the school. We have ensured that all children without internet access have been identified and where necessary offered those children a place in school or arranged appropriate home learning packs.

Parents are invited to deliver their children's printed work back to the school to enable the teachers to provide feedback.

### **How will my child be taught remotely?**

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

## **Online Provision**

After reviewing a range of options we decided to use Google Drive to store the online learning and attached worksheets. This is disseminated to the parents via the Class DOJO link and is stored as an agenda for the day on the Google Drives along with the links to the teaching videos and subsequent work. We have ensured that each class teacher provides this information daily and the folders are organised by week and day. Each class teacher has upload a welcome video or letter for their Home Learning and they have posted a suggested timetable for the week's learning.

We have had conversations with parents regarding setting a daily timetable that works for them – for example, we know that some families choose a different order to complete the daily subjects, some families are choosing to start their learning day later and are rearranging the learning to fit around their work schedules. The Federation support this flexible approach and as long as families are engaging with the learning and they are all managing.

On a Friday afternoon teachers have their Planning Preparation and Assessment time (PPA). Our PE Lead Joe McCormack has uploaded PE provision (including videos) and our Out Door Learning Teacher, Diana Gates has made a programme available for Outdoor Learning Activities which can be done with your children. Joe is also ensuring there are daily videos uploaded which can be accessed by both classes in school and those learning at home.

## **Curriculum**

We are mirroring the Curriculum provided in school for the children learning from home as much as we possibly can. Class teachers are planning activities related to their class topics and are providing input on a range of subjects across the Curriculum. This has enabled us to match the Federation Curriculum Planning as closely as possible.

We are aware of the National Oak Academy resources and may use these to support our learning if they lend themselves to support the learning we have planned.

We are using the White Rose Maths resources to support with our Maths teaching. This is to ensure that the teaching content reflects the methods, language and pedagogy we use in school. We are supplementing this with Fluency lessons led by teachers where appropriate.

For the pupils with SEND we have ensured that we have contacted external providers and maintained their provision (for example Speech and Language) wherever possible. We have also ensured that those children who are receiving ELSA support (Emotional Literacy Support) or FEIPS (Framework for Enhanced Individual Pastoral Support) are able to continue with this provision remotely.

## 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 all pupils to engage with home learning tasks in a way that is manageable and realistic. We expect parents to support the school by adhering to our Home – School contract and encourage their children to participate in tasks and complete activities.

Each class has produced a suggested timetable for the Home Learning offer and we encourage parents to use this timetable as a guide along with the Google Drive resources and videos to get into a routine that works for them as individual families.

We expect our families to engage with the school and let the school know if they are experiencing difficulties with the Home Learning, where we can work together to resolve any challenges.

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

Each day class teachers will keep a record of the children who are engaging with the online learning, the children who attend the Class Google Hangout and the children who have submitted their work.

Where engagement in learning is a concern, class teachers will make initial contact with families and support them with any difficulties they are facing. If engagement remains a concern after the class teacher's initial contact, then a member of the SLT will make contact with the families to further see what we can do to support.

### **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:

Where children send in their work, teachers will ensure that the children get meaningful feedback which celebrates their efforts and may indicate next steps regularly.

Teachers will also use Google Meet sessions to celebrate some of the work the children are doing at home and at school, they will also use the sessions to unpick any areas of whole class confusion or concern.

## 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:

Where pupils are supported by External Agencies such as Speech and Language we have ensured that they will continue this provision and it has been adapted for use at home.

We have ensured that the online learning is varied to meet the needs of individual children. We have ensured that all vulnerable families are contacted either daily, every other day or weekly to check in on their wellbeing and support them as appropriate. For younger children, we have ensured that video lessons are a manageable length to maintain the children's concentration, we have provided daily phonics sessions and we have ensured that many activities have a kinaesthetic element – such as PE and Outdoor Learning.

For children who are receiving ELSA (Emotional Literacy Support) or FEIPS (Framework for Enhanced Individual Pastoral Support), we have ensured we are able to facilitate this remotely.

## 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?**

Where a child is self-isolating, we will ensure that they have a detailed and comprehensive Home Learning Pack which will be delivered to them. Upon their return to school, children can bring in the learning they have completed for the teacher's review or they can send in photographs or emails whilst they are self-isolating for the teacher to respond.