

Shamblehurst Primary School – Remote learning provision to further support our Remote Learning Statement shared with parents, approved by Governors and published in website October 2020.

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If your child is sent home from school due to having to self-isolate they will be given a paper pack of work which will see them through to the next morning where Seesaw provision will be uploaded for them. School will offer a device if needed to complete this work on, or provide paper copies for the period of isolation.

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.
- Our plan is to set task and activities so that pupils have meaningful and ambitious learning each day in a number of different subjects. We plan to teach a well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. We will provide frequent, clear explanation of new content, delivered by the class teacher or through the use of high quality curriculum resources. For example we may record short video explanation, use the Oak National Academy lessons, resources from Spelling Shed, Times Tables Rock Stars or White Rose materials.
- We plan to adjust the pace of difficulty of what is being taught in response to questions and tasks, including, where necessary, revising materials or simplifying explanations to ensure pupils' understanding.
- Parents have been provided with our counting progression and sentence progression documents.

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:

Key Stage 1	<p>4 hours</p> <p>A guided reading task or independent reading tasks</p> <p>A writing task with the aim of embedding sentences, following our sentence progression document, or writing linked to embedding phonics.</p> <p>A maths task</p> <p>An arithmetic/counting task</p> <p>A spelling/phonic task</p> <p>Teachers will also set tasks linked to our enquiries. These tasks could span several afternoons and will not be set daily – instructions will be made clear. Each week an outdoor learning task and/or PE task will be set.</p> <p>Teachers will try to support pupil mental health and well being by setting a weekly PSHE lesson.</p> <p>The school day should end at 3pm with a story, read by the teacher via Seesaw or Tapestry</p>
Key Stage 2	<p>4 Hours</p> <p>A guided reading task or independent reading tasks</p> <p>A writing task with the aim of embedding sentences, following our</p>

	<p>sentence progression document, or writing linked to embedding phonics.</p> <p>A maths task</p> <p>An arithmetic/counting task</p> <p>A spelling/phonic task</p> <p>Teachers will also set tasks linked to our enquiries. These tasks could span several afternoons and will not be set daily – instructions will be made clear. Each week an outdoor learning task and/or PE task will be set.</p> <p>There could also be set work to do with our modern foreign Language being taught – German.(y6)</p> <p>Teachers will try to support pupil mental health and well being by setting a weekly PSHE lesson.</p> <p>The school day should end at 3pm with a story, read by the teacher via Seesaw or Tapestry.</p>
Key Stage 3 and 4	

Accessing remote education

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

If my child does not have digital

In EYFS we use Tapestry as our online remote provision. Teachers also can assess learning through tapestry.

In KS1 and KS2 we use Seesaw. There is a family section to Seesaw and children and parents can communicate with teachers. All families have been provided with their log ins.

We also use Times Tables Rock Stars. All children have their own log in.

Some children have Reading Egg logs in as well – these have been sent out to those children who use Reading Egg.

Some children will also be able to use Bedrock Vocabulary at home. Those children will be provided with their logs in when available.

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:

Shamblehurst Primary School, in the event of a full lockdown or bubble closure, lend devices to families who need them. We will either deliver these to families or families can phone through to the office to collect them.

Where paper copies of work are needed we will post or deliver these. From January onwards we will now put a stamped addressed envelope in each pack so children can send work back to their teachers to mark and discuss with them.

How will my child be taught remotely?

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

- Modelled and scaffolded video clips of class teachers teaching, so that children can re-watch these and attempt tasks independently.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Times tables Rock Stars, Phonics Play, Spelling Shed
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, including BBC Bite Size where appropriate
- independent research and extended enquiry tasks
- One to one Zoom meetings that are continuing interventions that would have happened in school – eg: Speech and Language
- Small group Zoom provision – pre-teaching, reading intervention

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?

School will provide a variety of lessons each day which mirror those provided in school. We hope through the use of SEESAW and the videos posted, that children can largely access this learning independently, or with as little parental input as possible. We are aware that many of our parents are working from home and that home schooling can be stressful and difficult to manage alongside other demands.

Children need to listen to or read the instructions carefully for each task – children should not jump straight to the activity without watching the teaching that goes with it.

We are asking parents to ensure that children have a similar routine to school and that they are giving children time to access remote learning each day. Where they can provide support this is greatly encouraged, especially for our younger learners.

We ask that parent support us in enabling their child/children to access and engage with home teaching and learning so that their child/children are not at a disadvantage when they return to school.

Weekly welfare calls are a means for parents to alert us to difficulties and problems they are having accessing and completing work, although parents should feel they can message the school at any time and ask for support.

Children should do their best every day to complete the work set to the best of their ability. Through Seesaw they can expect feedback from teachers and support staff, and have their work acknowledged.

Teachers and support staff will be encouraging and will attempt to respond quickly to work uploaded. This could be impacted with large numbers of teachers and support staff also teaching in school at the same time.

Children who are not completing work will have additional phone calls offering support and ensuring they have all the tools to access the learning. Our SEND team are phoning children who are on the SEND register to ensure work is well matched and that children are able to access learning.

Vulnerable children, who are supported by external agencies, will be a focus for monitoring and the school will liaise with external bodies where there is no take up of the school remote learning offer.

Families where children are not completing learning and are not engaging with the school will be formally written to and any additional agencies will be included within this letter.

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

Teachers will be checking all children's platforms every day. Where there is no work completed this is noted. Where this is a pattern, additional phone calls of support will be made. You might be contacted by our family support worker – Mrs Sarah Curry or you can contact her on: 01489782342

We encourage our families to use Tapestry and Seesaw to let us know how children are getting on at home and to alert us to any issues they are facing so we can quickly offer encouragement and support.

Families where children are not completing learning and are not engaging with the school will be formally written to and any additional agencies will be included within this letter.

If we have not heard from families through welfare calls and have not seen any evidence of work completed on line, home welfare visits will take place – socially distanced to ensure the wellbeing of children and families,

Shamblehurst Primary School will endeavour to respond to work that comes in after the school day or over weekends – although these might be the next day - we are aware of the shifts that some of our families are working and acknowledge parents are supporting children at different times of the day.

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:

- Teachers and support staff will acknowledge all pieces of learning. This means they have received and read it.
- Teachers and support staff will provide feedback where necessary – this might be as simple as thinking of a more adventurous word choice or remodelling of a maths question in order to provide further support
- Teachers and support staff might provide children with quick quizzes – so they can gauge what has been learnt and understood.
- Teacher and support staff might provide marking sheets so that children, after completing work, can mark their own and then move forward – like a marking station in school.
- Teachers might provide one to one phone calls or a Zoom meeting (approved by SLT and attended by parents in line with our risk assessment) where children are stuck or struggling.

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:

- Our SEND team are monitoring the access, work set and well being of children with SEND and their families. Children should expect differentiated work that meets their needs. Mrs Burrell and Mrs Pyle are on hand to support families – please do not hesitate to ring on: 01489782342
- Our Year R and Year 1 teams have well set out procedures in place to support families and children, with weekly welfare calls as well as engaging with the family access of Seesaw and Tapestry. Please contact school who will put you in contact with your child's class teacher if you are struggling at home or unsure as to how best to support your child at home.
- Year One teams are delivering reading books to families who are at home as part of this provision.
- For children who are suffering from poor mental health at home, and where parents have decided not to take up the schools' offer to support in school, we will ensure that they have time to talk to Mrs S Curry, our ELSA every week.

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 your child is sent home from school due to having to self-isolate they will be given a paper pack of work which will see them through to the next morning where Seesaw provision will be uploaded for them. School will offer a device if needed to complete this work on, or provide paper copies for the period of isolation. Children are encouraged to bring their home learning back to school so that teachers can comment and support the children.