

Remote Learning at St. Stephen's C.E. Community Controlled Primary School



"For we are the handiwork of God, born in Christ Jesus to do good works that God has pre-planned for us to do"

Ephesians 2:10

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 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?

Teachers will communicate to parents about work set through ClassDojo and Google Classroom. Work will be set on Google Classroom.

EYFS will send work out via Class Dojo, Tapestry and video links.

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, due to the priorities we place on core subjects, work will be set in reading, writing, spelling, grammar, phonics, maths, science and R.E. Some topic work and self-study will be set over the period of isolation which will incorporate some other foundation subjects.

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:

EYFS

Nursery-

Live session at different times of the day (1 per day approx. 15mins)

Literacy activity

Maths activity

Topic activity

Skills to practice tasks e.g. putting shoes on

A nursery rhyme a day

Video links sent home to watch

Approximately 1-2hours a day alongside all their playing at home as they are always learning! 😊

Reception Remote learning expectations -

Explorers and Inventors Home learning timetable January 2021

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-10am	Practice writing name Read the day, date and year Literacy Task (sent out on daily home learning grid).	Practice writing name Read the day, date and year Literacy Task (sent out on daily home learning grid).	Practice writing name Read the day, date and year Literacy Task (sent out on daily home learning grid).	Practice writing name Read the day, date and year Literacy Task (sent out on daily home learning grid).	Practice writing name Read the day, date and year Literacy Task (sent out on daily home learning grid).
10- 10.30am	Phonics video lesson (link to be sent out on the day)	Phonics video lesson (link to be sent out on the day)	Phonics video lesson (link to be sent out on the day)	Phonics video lesson (link to be sent out on the day)	Phonics video lesson (link to be sent out on the day)
11.30-11.50am	Maths video lesson (link to be sent out on the day)	Maths video lesson (link to be sent out on the day)	Maths video lesson (link to be sent out on the day)	Maths video lesson (link to be sent out on the day)	Maths video lesson (link to be sent out on the day)
12-1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1-2pm	Topic (sent out on daily home learning grid).	RE (sent out on daily home learning grid).	PE (sent out on daily home learning grid).	PSHE (sent out on daily home learning grid). Inventors phone call	Mindfulness / Outdoor learning (sent out on daily home learning grid). Explorers phone call
Total home learning time	3.5 hours	3.5 hours	3.5 hours	3.5 hours	3.5 hours

In addition to daily home learning tasks we would expect children read 2 books per week on their Bug Club online account.

Phonics session (video link sent home) including revisit and tricky words revisit

Literacy activity and task

Maths activity (video link sent home)

Topic activity and task

2 books a week on Bug Club

Approximately 3 hours a day alongside all their playing at home as they are always learning!

Key Stage 1

Live lessons take place for phonics, English and maths daily.

On a daily basis, these are the activities to complete:

1 hour and 10 minutes of English work (including a live lesson) - the live lesson is the main input and work is modelled before children complete their independent task.

1 hour of maths work (including a live lesson)- the live lesson is the main input and work is modelled before children complete their independent task (White Rose Hub).

	<p>30 minutes of phonics (including a live lesson) using phonics bug or no nonsense spelling.</p> <p>Then additional optional work is planned to complete for topic for 1 hour daily. These are often creative lessons such as music, science, Design Technology etc.</p> <p>We encourage children to take photographs of their work and send it in to us on ClassDojo.</p> <p>Throughout the week, we offer additional live sessions such as story time, P.E and show and tell.</p> <p>Children also have paper work packs available from which they may choose to complete in addition to teacher set work.</p>
Lower Key Stage 2	<p>In Lower Key Stage 2, children are set new learning daily. Live lessons are taught in English and maths. A topic lesson covering other curriculum areas will also be set each day but this is not taught live and may include a project type activity that could last several lessons - encouraging independence at home. Regular reading, spelling and grammar activities and number facts/times tables (TT rockstars) are also expected to be completed by children as directed. These can be returned via ClassDojo or google classroom. Children also have paper work packs available from which they may choose to complete in addition to teacher set work. A minimum of 3 hours work is set for core subjects but children are encouraged to self-study and research in wider areas of the curriculum.</p>
Upper Key Stage 2	<p>In Upper Key Stage 2, children are expected to complete an hour of literacy and maths each day. Live input is given in these subjects. Children are expected to read daily, complete spelling and grammar activities and they can join in with a live reading of the class novel. History or geography, R.E. and science is set at least once each week. PSHE activities are also signposted to encourage children to develop resilience and use mindfulness for well-being.</p> <p>Foundation subjects such as art and P.E. are signposted throughout the week.</p> <p>Children also have paper work packs available from which they may choose to complete in addition to teacher set work.</p>

Accessing remote education

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

St. Stephen's is using the "Google" platform to share work and for children to post examples of their learning. Communications with parents will take place through ClassDojo and timetables of work are signposted through ClassDojo.

EYFS share work and video links via ClassDojo/Tapestry.

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:

- School has issued a number of devices to families who have requested them. The DFE have supplied 29 pieces of equipment and the school has been able to resource all requests.
- The Google platform can also be accessed through mobile telephones and games consoles. Families are signposted to this equipment as an extra way to engage with learning via ClassDojo and telephone calls home from teachers and learning mentors.
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- Paper resources have been given to each child to access generic areas of the curriculum. Parents can ask the teachers for additional resources if they are needed for activities (EYFS).

How will my child be taught remotely?

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

- activities to complete set by teachers
- pre-recorded sessions
- live teaching (online lessons)
- printed paper packs produced by teachers (e.g. CGP workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (i.e. Oak academy, White Rose Hub, Purple Mash).
- long-term project work and/or internet research activities. Children are encouraged to self-study outside the work set by the class teacher and to pursue their interests as well as be creative, exercise and take time to develop hobbies which they can practice in their locality.
- The well-being of children and families is also considered and time is set aside for children to access non-screen, outdoor and mindful activities to aid this.

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?

- Expectation is set out on Google classroom and ClassDojo. Parents and children are informed daily of the expectations for learning. (See above)
- Where expectations are not being met (for whatever reason) teachers contact parents to discuss any difficulties and provide support as needed.
- Where teachers cannot contact families, learning mentors take over and contact them for additional support and help.

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

- We ask children to send photographs of their work to the teacher through ClassDojo or google classroom. Children can upload work through Google Classroom.
- EYFS can upload photographs and videos via Tapestry or ClassDojo. They can also complete and return their work in the ClassDojo portfolios.
- Teachers keep logs of who is engaging with live learning and contact those who are not on a regular basis through ClassDojo or telephone conversations.
- Where this is not possible learning mentors also telephone parents.
- Live lessons enable teachers to check the engagement of pupils along with their understanding. Where necessary they adapt lessons and extend them to ensure that engagement is quality learning engagement.

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 will telephone families at home on a weekly basis to provide feedback to carers.
- They will also feedback to pupils on work which is posted through Google Classroom and ClassDojo.
- Work through online lessons is assessed through questioning children to clarify understanding. Where more input is required, teachers will adjust lessons as they would in the classroom.
- Children also post in work to be assessed by teachers and teachers mark work verbally and through messages on live chats and after lessons.

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:

- The Senco oversees the provision for pupils with SEND and contacts families who are working from home.
- Teachers set work for children on the SEND register, according to their needs, using the goals as set on the I.EP. for the child.
- Teaching assistants will support the teacher in contacting families and monitoring the work undertaken any 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 child is not in school due to self-isolating and the bulk of children are back in class then the teacher will identify the learning through ClassDojo. Children are encouraged to use the work packs and booklets which are sent home for this purpose but teachers will also sign post work through ClassDojo and/or Google Classroom as appropriate.