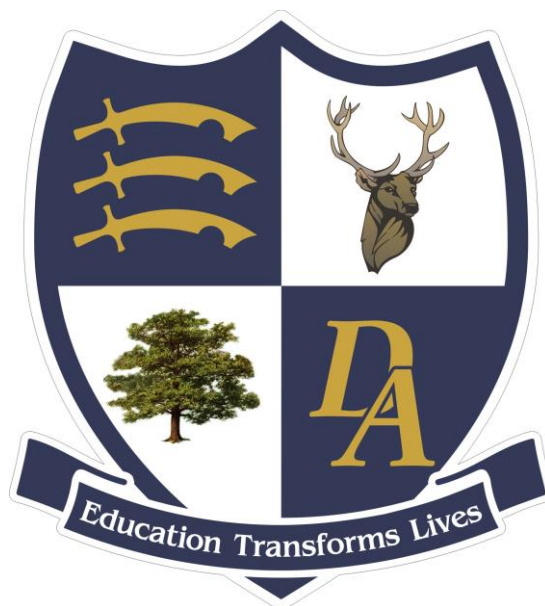


## Remote education provision; information for parents



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 document.

### **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?**

- For the first day, there will be a bank of work ready for your child to complete, to consolidate key skills. Thereafter, work will be set and marked daily, linked to the work that the rest of the class are doing in school. This work will be uploaded onto their Microsoft Teams Class Page. Live lessons will be delivered via Microsoft Teams. All pupils from Reception to Y6 have a Microsoft Teams login.

### **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?**

- Termly curriculum letters are shared with parents, so they are aware of what is being covered in each subject area whether that be in school or through remote learning.
- It has been necessary to make some adaptations in some areas such as PE where The PE plan has been changed to cater for all children working from home, with the emphasis on engaging children in different ways, linking physical and theory in PE lessons and tasks set in and outside of school time. Most pupils would normally be engaging in Games (outside) and Dance (inside) in the spring term so with Online learning this term we have continued with the theme of high Activity hotspots to keep the children as active as possible by utilising the theme of hit workouts at the relevant levels for all ages. Younger years have had a mix of sessions including Yoga and storytelling to engage pupils and the feedback has been very positive. This helps especially as we are restricted by space for pupils at home and also equipment required. We have tried to introduce these sessions in a fun and unique way and the feedback has been very positive.
- Activity charts have been supplied for children to complete for every PE lesson and we have tried to encourage exercise away from PE lessons to keep them active throughout the week. We have continued/increased our House Competition focus with 2 weekly tasks for all children to be involved in, with family with opportunities to win a sports equipment prize and added in theory assignments for pupils to learn about their bodies, linking with cross curricular subjects to affect children in different ways and linking in to the Holistic pupil (Head-Hearts-Hands). This completed work also links into the house competition with 10 points added to the relevant colour house total. We have used the Twitter page to add additional links to various sporting themes including the Thurrock SSP who are now increasing the activity levels of our pupils by setting physical challenges, which we as a school will be actively developing and encouraging our pupils (and families) to be involved in. We have also noticed an increase on our Twitter following and by the number of filmed challenges we have received, so we feel we are starting to make an impact in all avenues linking to PE. We are holding two LIVE PE lessons for the children every week.
- Work will be set day by day and it is expected that all pupils complete the work. We are aware that parents are working from home and siblings are sharing devices and we will provide flexibility around this, so all tasks will be live for the week allowing tasks to be completed at times which may be more convenient. We encourage as much engagement in the live lessons as possible, but again we fully understand the timings may clash with working from home and sibling lessons. During the live lessons, teachers will explain where the work has been set and show pupils how to access the assignments each day if needed.
- On the school website there is a video to show children where assignments can be found in Teams. We understand that some pupils prefer to write their work on paper and therefore we request that you take photos of any hand written pieces of work and they are submitted on Teams via the assignment attachment option in the first instance. If you have trouble with this then please email into [admin.da@catrust.org.uk](mailto:admin.da@catrust.org.uk)
- We teach the same curriculum remotely as we do in school with adjustments made to suit the platforms being used.

## 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	(Number of hours – there are <u>minimum expectations</u> for remote provision. Consider breaking this information down by year group if applicable) Example day for KS1	
	8:50 Log in and reading	
	9:00-10:00	Live lesson - Maths
	10:00 – 10:15	Numbots/TTRockstars
	10:15-10:30	Break
	10:30 – 11:30	Live lesson - English
	11:30 – 12:00	Guided Reading Set Task (set in assignments)
	12:00 – 1:00	Lunch
	1:00 – 1:30 Live	Foundation live lesson
	1:30 – 3:00	Foundation subject – (set in assignments)
Key Stage 2	Each day pupils will receive 1 live English, 1 live maths and 1 live foundation lesson. In addition to this, daily guided reading tasks are set	
	8.45 Log in	Log into teams so you are ready to join the live lesson. Reading for morning work.
	8.50 – 9.20	Live Guided Reading
	9.20 – 9.30	Break
	9.30 – 10.30	Live Lesson - Maths
	10.30 – 10.45	Break
	10.45 – 12.00	Live Lesson - English
	12.00 – 1.00	Lunch
	1.00 – 1.30	Foundation live lesson
	1.30 – 2.30	Teacher Directed task based on foundation lesson on OneNote
	2.30 – 3.00	TT Rockstar and Spelling Shed

## Assessing remote education

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

- Microsoft Teams - including One Note – This platform will be used for the delivery of live lessons for all pupils between Y1 and Y6
- Tapestry – used by both Nursery and Reception
- Purple Mash - mainly used by Yr1-Y2
- Mini Mash – used by Reception

- SATs Companion (Y6 only)
- Method Maths (Y6 only)
- Mirodo (Y3-6)
- TTRockstars/Numbots
- Scholastic Pro Library
- Spelling Shed
- Catalyst Academies Trust – YouTube Channel
- Twitter - @DiilkesAcademy and @DilkesPe Each teacher has a professional Twitter account as another means to communicate tasks to children and to celebrate the work that has been completed on other platforms. It is also a way of promoting cross-curricular activities – especially PE – and collaborative learning even when remote learning.
- School website - Each year group has its own class page. Weekly overviews for learning will be uploaded alongside resources which are delivered in the live lessons. This also provides additional access to resources if Microsoft Teams does not work or children are struggling to download work to complete on this platform.

### **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/carers can request a laptop by emailing the school at [admin.da@catrust.org.uk](mailto:admin.da@catrust.org.uk) Laptop allocation is dependent on the number of devices available
- In order to support parent/carers, the school has a limited supply of SIM cards to help access the internet courtesy of Vodaphone. The school is also able to support by issuing Free BT WIFI codes. Both can be requested by emailing the school at [admin.da@catriust.org.uk](mailto:admin.da@catriust.org.uk)
- If pupils are struggling to access online learning any printed materials that are needed can be collected from the school office. These can be requested to the teacher or via [admin.da@catrust.org.uk](mailto:admin.da@catrust.org.uk)
- If pupils are unable to access the online portals, parents/carers can take a picture of their work and send to [admin.da@catrust.org.uk](mailto:admin.da@catrust.org.uk). If they are unable to send in pictures, parents/carers can drop the pupils completed work to the school office.

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

- We use a combination of the following approaches to teach pupils remotely:
- Live teaching (Year R to Year 6) at least 3 live lessons a day. Minimum of maths, English and one additional afternoon lesson (science, humanities, RE, art, PSHE). Live lessons are followed by tasks which are set on one note via teams (Years 2 – 6), Purplemash (year 1) or Tapestry (EYFS). Tasks are set daily for children to complete following the suggested timetables. Tasks are open for the duration of the week if children need to complete the work at different times. Options are given to write answers and upload pictures or complete electronically. Teachers provide further small group work for selected children to ensure differentiation and provide further support as necessary.

- Recorded Teaching (videos/audio recording by teachers from nursery to year 6 – these are uploaded on Tapestry or Teams).
- Printed paper packs produced by teachers – these packs are aligned with the live lessons with adaptations made for paper resources (but still in line with what has been taught within the live). Printed packs also include a week's planning with links for videos or additional resources and an explanation of the tasks. These resources are also uploaded onto Teams in the general files section or on the school website weekly.
- Video links used with teaching presentations and pre-recorded lessons (BBC Bitesize, Literacy Shed, White Rose Maths, suitable YouTube clips)

## **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?**

- Where possible is it expected that pupils' engage with all remote education and receive the live face to face teaching in order to complete tasks.
- Parental support: Parents should encourage and support their children's work. Parents should help to support children by following the school's timetable for remote teaching daily.
- If your child is unable to access the internet or has any technical issues with the remote teaching platforms, it is expectation that work packs are collected. It is expected that work is returned, or contact is made daily by emailing in evidence of the work completed by the children.
- Communicate any concerns with the school

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

- Children's engagement with learning is checked daily. Registers are taken for every live session by support staff while teachers deliver the lesson. Teachers will make calls home if they are concerned with the engagement of a pupil. Paper packs are offered if parents/carers are struggling with remote learning. However, if concerns continue, pupils are referred to SLT who may make a home visit.
- Daily tracking sheets are completed by year group staff which indicates those pupils who have been online to access live lessons, handed in work, completed paper packs discussed on the phone with class teacher or pastoral staff.
- Regular contact will be made with families to ensure the wellbeing of both children and adults. During this time, children's engagement with remote learning will be discussed as well as further support that could be put in place. Particularly for younger pupils, it may be that families need extra support when accessing our curriculum from home.

### **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 continue to assess engagement and progress of children during distance learning. Through engagement trackers, teachers will be able to assess which children are completing tasks and then address the issues behind why children are not engaging. It may be that children are struggling with the difficulty of what is being taught, in which case teachers can adapt the tasks being set for certain children (especially those with SEN).
- Once pupils work is handed in this will receive feedback from the class teacher. Feedback may be in written form, use of codes and some feedback will be given via 'voice note'.
- When paper packs are dropped back to the school, this work will be marked by the teacher. Work emailed into the school, will be acknowledged, and responded to by the class teacher via the admin account.

## **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:
- SEN pupils are supported to access the online live lessons, some pupils have paper packs, some pupils have their 1:1 also on live lessons who support in the chat function or over the phone.
- Teachers are sending differentiated individual planning to parents of children with complex SEN needs and carers daily for them to implement further.
- Teachers regularly talk to SLT and welfare officer and work together to support families to home-school their children.
- The online platform Tapestry is used for early years and some complex SEN children to document and share working from home activities and work.
- We support children with their emotional wellbeing to help them to engage with their work. We provide children with individualised social stories for parents/carers to work on with their children. We also provide behaviour support and advise over the phone. If any professionals are needed such as the EP, they conduct meetings over Teams with the school and parent for further advise. The OT helpline is also help for children who may be ned specialist advise.
- Letters have been written to outside agencies to support parents with children's behaviours.

- Parents are supported with ideas on how to support children with specific SEN needs such as recall and memory skills.
- Any specialist equipment or resources that are needed for children with SEN and or complex needs have been sent home.
- The school offer places in the provision at school if we feel the child is struggling to engage at home or is presenting as vulnerable.

### **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?**

- For the first day, there will be a bank of work ready for your child to complete to consolidate key skills. Thereafter, work will be set and marked daily, on their Microsoft Teams Class page linked to the work that the rest of the class are doing in school. Please ensure this is completed every day of your child's isolation – as long as they are well enough to do so. In these circumstances due to teachers duties within school at this time it will not be possible for teachers to pre-record lessons or detailed explanations of work set.