

Skyswood School Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/ carers about what to expect from remote education in the event of National Lockdown (school closure) or 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?

All pupils in Key Stage 1 and 2 have access to Google Classroom and work will be published on here in the first instance. Over the first day or two, there may not be videos or live lessons, but tasks will be posted over this platform for the children to complete. These tasks may be stand-alone tasks, which may be based more on consolidating previous learning rather than new learning.

Nursery children will receive remote learning via ParentMail.

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, PE cannot follow the same format due to resources and space at home, so ideas may link more to physical activity than the normal curriculum. The same applies to subjects such as Science, in the case of units based heavily on resources or experiments; as well as IT where programmes are not available online. Similarly, activities for music lessons would be adapted due to resources and the interactive/group nature of school music lessons.
- Where adaptations need to be made, it may be that units are swapped on the long term plan, or perhaps specifics are changed to make it accessible from home. This will be at the discretion of the class teacher.

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:

| | |
|----------------------------|---|
| Primary school-aged pupils | KS1: at least 3 hours per day (less for Early Years) KS2: at least 4 hours per day |
|----------------------------|---|

Accessing remote education

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

- Nursery will receive remote learning via ParentMail.
- Reception-Year 6: work will be set and submitted on 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:

We have already sent out a Device Survey, so we are aware of families without access to devices.

- For those eligible, a school device will be provided (delivered to home) in the event of an extended isolation period.
- Anyone without access to a device, the Internet or printer should contact their class teacher in the first instance. We will consider other approaches (eg. a printed learning pack) to enable access for this child.
- If work cannot be submitted online, contact will be made via phone call and feedback provided that way. Work could be brought in on a weekly basis (alongside 'book change') in the event of an extended lockdown.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Work for all classes will reflect the whole curriculum – the weekly timetable will be followed and every subject will be covered in full over the course of the half term.

Class teachers will post the learning for each day by 6pm the night before, so parents have time to organise the work. The outline below shows the minimum expectations for each Kay Stage.

Nursery

A weekly parent mail will be sent out detailing the activities for the week, this will include:

- A range of 'busy finger' suggested activities for the week
- 1 x Maths adult led activity
- 1 x Literacy adult led activity
- 1 x Expressive Arts & Design adult led activity
- 1 x Understanding the world adult led activity
- Suggestions for child initiated learning activities for the week
- A recorded reading of the 'Story of the Week' which parents will be encouraged to play to their child each day
- Shape / number of the week recorded introduction – parents will be encouraged to send photographs by email which will be assembled into one document and circulated the following week
- Sound of the week recorded introduction - parents will be encouraged to send photographs by email which will be assembled into one document and circulated the following week
- 1 live session per week to be held in Key Worker Groups to share WOWs and / or a show and tell type activity

Reception

- Adult-led activities will be provided for Maths, Literacy and Phonics (equating to 2 per day)
- A minimum of one Topic lesson will be provided with a number of additional supporting activities.
- Further opportunities for child-initiated learning will be provided
- Children will receive 1 live session per week (eg. Show and Tell), 1 story per week (video of teacher reading) & 1 recorded video session of phonics through Read Write Inc (RWI).
- All other sessions are fully resourced with PowerPoint explanations, online videos, activity sheets etc.
- Learning packs to be collected from school at the beginning of lockdown containing: mini-whiteboards, number lines & number cards, exercise book, RWI resources, letter and number formation sheets & a folder for collating work.
- During an extended lockdown, reading books will be changed once a week.

Year 1 & 2

- The normal timetable will be followed, with work posted on a daily basis.
- Pre-prepared packs to be collected at the beginning of a sustained lockdown: RWI reading & activity books, exercise books (1 lined, 1 squared), Maths Cards.
 - Y2 will also be provided with a set of handwriting sheets.
- Book change – once a week.
- Children will receive at least 1 live interactive session per week (eg. Show & Tell), one pre-recorded video session for RWI, 1 story (teacher reading on video) and one other video session recorded by the teacher (eg. Maths Number Sense or an introduction to a lesson).
- All other sessions are fully resourced with PowerPoint explanations, online videos, activity sheets etc.

Year 3 & 4

- Children will be provided with a pre-prepared pack at the beginning of a sustained lockdown period, containing exercise books and Spell to Excel materials.
- Daily live introduction (approximately 15 minutes)
- At least 3 recorded sessions per week (eg. introduction to sessions)
- 2 live sessions per week (to include teacher-led reading or Show & Tell)

Both classes will be provided with a pre-prepared pack at the beginning of a sustained lockdown period, containing exercise books and Spell to Excel materials.

Year 5

- Daily live introduction (approximately 15 minutes)
- Class teacher to post a pre-recorded video introduction to the majority of lessons.
- 1 live guided reading session per week for each group.
- Live 'surgery' – children have the option to log on to Google Meet twice a week to discuss any problems they have encountered.

Year 6

- The majority of teaching in Y6 will consist of live lessons over Google Meet. Where this is not possible (due to clashes with live sessions in other classes or class teacher supervising Critical Worker children), sessions will be posted on Google Classroom.
- In a typical week, live lessons will be provided for approximately 4 out of 5 lessons a day. The other hour will be a non-live lesson, a time for catch up/reading or Music/French/Computing.
- Intervention sessions will be provided by the teaching assistant wherever possible.

The work set will reflect the learning that would have been covered in school during this time. The following approaches will be used across all classes in line with the minimum expectations defined above:

- live teaching (online lessons)
- recorded teaching (video/audio recordings made by teachers)
- carefully selected online teaching videos (eg. Oak Academy videos, YouTube clips, BBC Bitesize Lockdown Learning)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

School will provide other opportunities to engage in school life as follows:

- Weekly celebration assemblies by the head teacher
- Monthly newsletters
- Weekly instalment of Skyswood News which reflects some of the amazing remote learning and achievements going on across the school. It also has a strong focus on reading, giving children the opportunity to recommend books to each other.
- Additional optional activities for home learning published regularly on the school website (eg. Art Club, poetry, creative writing, quiz etc)
- Weekly communications to parents by the Assistant Head Teacher to provide updates from the school and the DfE.

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?

All the work set by the class teacher is compulsory, unless otherwise stated.

- Children are expected to complete the work on a daily basis in KS1 & KS2 and turn in all work that is set as an assignment (at least 3 pieces per week). In Early Years, work can be completed over the course of the week.
- Children are expected to join all live sessions. However, we understand this may not always be possible, depending on the sharing of devices and work commitments of parents. Where it is not feasible to join live sessions, please contact the class teacher in advance and alternative arrangements will be made where necessary.
- Parental support will be imperative in Early Years and KS1. Children in KS2 should be able to work more independently, although this will depend on the needs of the individual child. All pupils may need support to organise their time.

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

- All class teachers (KS1 & 2) will set at least 3 pieces of assigned work, which must be turned in via Google Classroom. Early Years work for the week will be assigned as a whole, so parents can turn in work accordingly.
- Further opportunities (eg. live sessions) will be used to check engagement where possible.
- Weekly records will be maintained by the class teacher.
- The class teacher will make contact with parents after a week if a child does not engage with any of the work or email to explain their absence. This will be done via Google Classroom in the first instance (the following day) and then via telephone and/or personal email.

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:

The following methods will be used to assess and provide feedback on pupils' work:

- Written and verbal comments on children's turned in pieces of work (at least 3 times per week – this may differ in Early Years)
- Whole class/group feedback provided during live sessions
- Individual responses to emails containing completed work
- Marking sheets sent out for pupils to self-mark
- Individual feedback during live sessions/'surgeries'
- All remote learning will be recorded online, in exercise books or folders which will be handed in once children return to school.
- As we do not know how much parental support has been given during tasks, progress seen through remote learning must also be evident once back at school to be used for assessment purposes.

Safeguarding

- Where pupils are working online, online safety is essential – please see our ICT Acceptable Use Policy and the Internet Policy (available on our school website).
 - Appendix K of the ICT Acceptable Use Policy contains links to E-Safety information.
- Where possible, ensure children are supervised while online.
 - If your child is attending a 1:1 live session with a member of staff, an adult must always be present for safeguarding purposes.
- All clips posted by class teachers have been carefully selected for content. Where links to websites such as YouTube have been posted, please ensure your child only looks at the links provided and that they understand what to do if they see inappropriate material.
- Please be reminded that all pre-recorded lessons and live lessons are only for the use of pupils of Skyswood School. Please ensure your children do not record any part of these sessions or post them to social media.
- Please talk to your child about the importance of being kind online and ensure they only login using their own personal details.
- Where children are spending a lot of time online, ensure you take into account recommendations to protect your sight:
 - <https://www.bbc.co.uk/news/uk-wales-52584203>
 - <https://www.bbc.co.uk/news/health-55620100>

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 those 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:

How we support families of children with SEND:

- All vulnerable children, including those with an EHC Plan have been encouraged to come into school during periods of Local or National Lockdown.
- Children with 1:1 provision will receive their provision in school if they are present. For those children who remain at home, 1:1 support will be offered remotely and a mutually agreeable timetable will be arranged between LSA & parent.
- Dialogue with parents to communicate our expectations and the level of support required.
- Teaching assistants assigned to offer extra support on Google Classroom (where possible, given time constraints due to supervision of Critical Worker children).
- SENDCO to make contact with all parents of children with SEND during extended periods of remote learning on a fortnightly basis. This will be done via email in the first instance, although Teams meetings or phone calls are available if the need arises. She will also create a monitoring sheet through consultations with class teachers to reflect the engagement of these children with the remote learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education 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 an individual child is self-isolating, work will be set through Google Classroom. This work will reflect the learning taking place in school. As the teacher will be teaching the rest of the class, this provision will not be through recorded lessons. PowerPoints, online video clips and resources will be provided as necessary to support learning. Teaching assistants will support the class teacher in uploading work and providing feedback to these children.

Some of the older children may be able to join lessons via Google Meet where appropriate (this is not feasible for younger children). This will be at the discretion of the class teacher.