

Remote education provision: information for parents

At Arden Primary School we understand the need to continually deliver high quality education to our children and families. Within our school we recognise the importance of maintaining this provision during times of school closure when pupils may be required to work remotely-whether for an individual, small group, class or whole school.

The main aims of remote education at Arden Primary school are to:

- Align our remote education curriculum as closely as possible to the classroom curriculum.
- Ensure regular contact with all children and families.
- Ensure consistency in the approach to remote education for pupils who are unable to attend school.

The information included in this guide is intended to provide clarity to the whole school community about what to expect from our remote education offer; if local or national restrictions require pupils to remain at home. The information is to be used as a general guide and parents can expect further details about our remote education as and when it is required.

The remote curriculum: what is taught to pupils at home.

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

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary steps to prepare for a longer period of remote teaching.

1. School will communicate with parents/carers via email, ParentMail and the school website (www.arden.stockport.sch.uk/) about the provision of remote education as soon as possible.
2. We aim to implement remote education the day following a child's initial absence, or the closure of a bubble and/or whole school.
3. Both a maths and a literacy lesson will be provided by the following day. These will be supported by teaching aids and appropriate resources. Your child will also be provided with another curriculum activity.

Following the first few days of remote education, what curriculum will my child follow?

The curriculum that the children follow through remote education will be as closely aligned to the planned classroom curriculum as is feasible. We recognise that there will be a need to adapt the subject curriculum but when this is the case we will focus on the most important knowledge and concepts that our children need to know. In addition, consideration will be made to alternative approaches that exist for traditional practical activities.

We will upload an overview of learning activities to our digital remote education platforms, ParentMail and the school website on a Monday and a Wednesday by 9.30am. The

overview will outline the activities to be completed by children over the next 2 or 3 days. We have decided upon this method of setting work so that families can complete the work set for the week in manageable chunks and avoid becoming overwhelmed. Throughout a period of prolonged school closure we will endeavour to provide parents with frequent signposting to a range of additional learning resources that can be used at home. Although we will make our best efforts to ensure that these resources are vetted and do not have any cost implications they must be accessed using parental discretion.

Whole school assemblies will also be available which reflect the school's commitment to pupil's personal, social and moral education.

The daily activities outlined below are supplemented with the daily sharing of and reading of books especially for pleasure. Children will also receive weekly spellings that should be practised on a daily basis. We would also expect children to practise their basic number facts and to access Times Tables Rockstars.

EYFS	<p>Each day there will be a: <u>Communication & Language Lesson:</u> There will be recorded stories, some read by teachers and recorded lessons which are sequenced with activities to promote speaking and listening, reading and writing.</p> <p><u>Phonic Lesson:</u> A recorded sequenced lesson to teach the phonemes and practise blending and segmenting skills and the reading of high frequency words.</p> <p><u>Reading:</u> A weekly reading book chosen from a list of suggested texts on Oxford Owl.</p> <p><u>Maths Lesson:</u> At school we follow the White Rose Maths scheme of work. The maths lesson will be part of that sequenced unit of work. Wherever possible it will reflect where the children were upto before the closure of school. The lesson will be supported by teaching aids that will usually include the relevant teaching videos from White Rose maths. These will be supplemented as required by bespoke teaching aids.</p> <p><u>Topic:</u> A range of activities to promote; moving and handling, creative development, knowledge and understanding of the world, personal, social and emotional development.</p>
Key Stage 1	<p>Each day there will be a: <u>Literacy Lesson:</u> The literacy lesson will be part of a sequenced unit of work. Wherever possible it will reflect the unit of work that would have been delivered were school to have remained open. It will be supported by teaching aids and appropriate resources. Particular emphasis will be placed upon the teaching of phonics. Oxford Owl will be used to support reading. Frequent recorded phonics lessons will take place each day.</p> <p><u>Maths Lesson:</u> At school we follow the White Rose Maths scheme of work. The maths lesson will be part of that sequenced unit of work. Wherever possible it will reflect where the children were upto before the closure of school. The lesson will be supported by teaching aids that will usually include the relevant teaching videos from White Rose maths. These will be</p>

	<p>supplemented as required by bespoke teaching aids.</p> <p><u>Topic Lesson:</u> Activities will reflect the topic and timetable the children would have experienced had they been in school. Activities will be supported by appropriate teaching aids and resources.</p> <p><u>Non-Screen Activity (to last two days):</u> As far as possible activities will relate to the topic that the children would have experienced had they been in school. The activity will be planned so that it does not require the children to respond digitally or necessarily to submit work.</p> <p><u>Physical (to be repeated daily):</u> Specific PE based activities will be shared which reflect the importance school places on children remaining active during a period of school closure. These may include following online lessons, recorded television programmes or bespoke activities.</p>
Key Stage 2	<p>Each day there will be a:</p> <p><u>Literacy Lesson:</u> The literacy lesson will be part of a sequenced unit of work. Wherever possible it will reflect the unit of work that would have been delivered were school to have remained open. It will be supported by teaching aids and appropriate resources.</p> <p><u>Maths Lesson:</u> At school we follow the White Rose Maths scheme of work. The maths lesson will be part of that sequenced unit of work. Wherever possible it will reflect where the children were upto before the closure of school. The lesson will be supported by teaching aids that will usually include the relevant teaching videos from White Rose maths. These will be supplemented as required by bespoke teaching aids.</p> <p><u>Topic Lesson:</u> Activities will reflect the topic and timetable the children would have experienced had they been in school. Activities will be supported by appropriate teaching aids and resources.</p> <p><u>Non-Screen Activity (to last two days):</u> As far as possible activities will relate to the topic that the children would have experienced had they been in school. The activity will be planned so that it does not require the children to respond digitally or necessarily to submit work.</p> <p><u>Physical (to be repeated daily):</u> Specific PE based activities will be shared which reflect the importance school places on children remaining active during a period of school closure. These may include following online lessons, recorded television programmes or bespoke activities.</p>
<p>How long can I expect work set by school to take each day?</p>	
<p>In the event of a bubble, year group or whole school closure we will provide remote education activities that reflect the school day and are in line with government guidance for each age range. As such we expect that remote education will take pupils broadly the following number of hours each day:</p>	
EYFS	<p>Although no formal time allocation has been set by the government we would anticipate that our children will work remotely for between 2-3 hours</p>

	each day.
Key Stage 1	3 hours a day on average across the cohort, with less for Year 1.
Key Stage 2	4 hours a day on average.
How will you support pupils who are self-isolating?	
<p>Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole year groups and/or the whole school. This is due to the challenges of teaching pupils both at home and at school.</p> <ol style="list-style-type: none"> 1. When your child feels well enough for remote education we will provide your child with access to home learning resources which prioritise Maths, Phonics, Reading and Spelling with some writing. 2. Completed activities can be brought in for marking on your child's return to school. 3. The class teacher or teaching assistant will keep in touch via a phone call once per week. 	
How will you support pupils where a 'bubble' or year group has closed?	
<p>Where a bubble or year group has closed the remote education on offer will to a greater extent look like the remote education on offer when the whole school had to remain at home.</p> <ol style="list-style-type: none"> 1. In the event of a child or member of staff testing positive for COVID-19 a year group bubble will close. In this instance, teachers will provide daily learning activities through Google Classroom (Years 1-6) or through Tapestry (EYFS). 2. The class teacher or teaching assistant will keep in touch via a phone call once per week. 3. We will expect children to engage with home learning each day through this period. 	

Accessing remote education.

When selecting a digital platform for the provision of remote education we understood that primary school age children need guidance when working remotely. The platforms that we have adopted have been recognised as being easy to use and accessible from a wide range of devices. The platforms provide effective communication and because work is posted online pupils are able to access materials wherever they are.

How will my child access online remote education?
<ol style="list-style-type: none"> 1. All our remote education is available on the following digital platforms: EYFS- Tapestry <ul style="list-style-type: none"> ● Parents use the tapestry platform to view observations, homework set and contribute to their child's learning journey. ● During a period of closure, parents can access their child's learning activities via the tapestry platform either through the app or by logging into their account via the tapestry website.

- During any period of closure for a bubble, year group or for the whole school, we will enable a year group email address so that communication is made as easy as possible. This email address will be shared when necessary. It will not be monitored when children have returned to school.

KS1 and 2- **Google Classroom**

- Children have been provided with their individual log-in details and passwords however we are available to help if a family has any problems accessing the relevant platform.
 - During any period of closure for a bubble, year group or for the whole school we will enable a year group email address so that communication is made as easy as possible. This email address will be shared when necessary. It will not be monitored when children have returned to school full time.
 - There are instructions on the school website for accessing the Google Classroom platform. These can be found in the **Home Learning** tab. A video explains how to access both on a computer and via a phone/tablet.
 - To help families understand what work is being set for their children an overview of the work will be posted on a Monday and a Wednesday. This will allow families to stay on top of the work being allocated and will also indicate which activities require submitting to the digital platform for marking.
2. In addition, work will also be shared on our school website. The remote education instructions are under the **Home Learning** tab and then organised into **Year Groups**
 3. We will supplement the remote education provided on our digital platforms by providing families with additional paper-based resources. These will be distributed at the beginning of a period of bubble, year group or whole school closure.
 4. To simplify our method of communicating the remote education work we will only use one platform for the duration of a closure and employ a familiar format across all year groups.

How will you support my child if we experience difficulty accessing digital remote education?

We recognise that some pupils may have difficulty in accessing remote education at home. We will take the following actions to support those pupils access remote education:

1. Families will have verbal contact with a member of the teaching staff at least once per week via a welfare call. We would encourage that the pupil is part of this conversation.
2. Families can contact their child's teacher using the email address for their year group. This will have been shared separately but can be requested again through the school email address (admin@arden.stockport.sch.uk)
3. If families have difficulty accessing our remote learning they should contact school for support. Our intention is to provide remote education digitally but we can photocopy sheets where this is deemed necessary.
4. School will aim to keep communication of our remote education to parents simple and accessible. For example we will attempt to limit the number of clicks/steps required for parents to access the work and by removing unnecessary information from our teaching slides.
5. For those pupils and families who do not have access to the internet, we will make available 4G SIM cards in the event of a school closure.
6. School has a very limited number of laptops which will be allocated by need.
7. School will endeavour to support those children in receipt of the Pupil Premium

- Grant through the supply of chromebooks where possible.
8. School will be proactive and creative in suggesting methods that families may use to access digital learning and return their completed work.
 9. School will repeat the message that there is no expectation for parents/carers to act as teachers. We understand that if families support their children to engage with the work set and provide them with time and space to attempt activities then they are doing a great job.

How will my child be taught remotely?

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

1. Only the children of key workers and those pupils identified as vulnerable will be able to attend school. Both these children and those working remotely from home will be accessing the same work.
2. Class teachers will provide meaningful and ambitious learning each day in a different and varied range of subjects.
3. Teaching will follow a planned and well-sequenced curriculum that follows the aims and objectives of the National Curriculum.
4. Knowledge and skills will build incrementally with a clear understanding of what is to be taught and delivered.
5. For the purpose of remote education our school will use a wide range of high quality curriculum resources. The school will make use of the following although the list is not exhaustive and will develop over time:
 - Our online digital platforms: Tapestry and Google Classroom
 - Work booklets
 - Bespoke teaching slides to reinforce learning
 - Educational websites which are aligned to the curriculum planned in school e.g White Rose Maths, Oak National Academy, Oxford Owl Reading, Phonics Play, EPIC, Picture News
 - Pre-recorded teaching videos
 - Bespoke learning packs for identified children including for SEND
 - BBC Bitesize
 - Times Tables Rockstars
 - Reading tasks
 - Educational websites
 - Judicious use of ong-term project work and/or internet research
6. Class teachers will consider the cost implications of remote education and will limit wherever possible the need to print excessively or to purchase bespoke items in order to complete learning tasks.
7. At present teaching staff are not engaging in live stream lessons. Currently we cannot match these with the needs of our children as the teacher-pupil interaction cannot be easily replicated. However, we are actively engaged in developing systems that will facilitate a degree of interactive live teaching for some pupils.
8. Where teachers upload a video onto the digital learning platforms to support remote education they will record these videos in an appropriate room considering their surroundings.

Engagement and Feedback.

How will you check whether my child is engaging with their work?

1. Both Google Classroom and Tapestry allow class teachers to regularly check work and to gauge levels of participation and how well pupils are progressing. The platforms provide teachers with a mark sheet that indicates when work has been returned and when it has been responded to.
2. All schoolwork completed through remote education must be uploaded to the relevant member of staff or returned to school (if paper based) for the teacher's attention
3. Teachers and Teaching Assistants will make weekly phone calls to all families during a period of school closure. During these phone calls any concerns regarding the completion of home learning will be raised and any potential barriers discussed and help provided.

How do you expect parents and carers to support their child at home?

1. Parents/carers are responsible for ensuring that their children are available to learn remotely.
2. We require that parents help their child to complete the schoolwork on time, to the best of their ability and that it is shared with school. This may be by uploading work to the school's digital platform or by returning work to school if it is paper based.
3. Parents/carers should report any technical issues to school as quickly as possible.
4. By ensuring that their child uses equipment and technology used for remote learning as intended. (This applies to any resources that have been supplied by school.)
5. Parents/carers are responsible for engaging in the weekly welfare call.
6. Supporting their children requires parents/carers to advise school if their child is unwell and unable to complete work on the day it is set or if the work is not at an appropriate level for the age/ability of the child. Parents/carers will not attempt to contact staff remotely or expect a response outside of the usual school hours.

How do you expect pupils to engage with their remote learning whilst at home?

1. Pupils should complete their remote learning to the best of their ability and on time.
2. Pupils should use any equipment, including any provided by school, appropriately and as intended.
3. Pupils should inform a responsible adult if they are feeling unwell or are unable to complete the schoolwork that they have been set.
4. Pupils should adhere to our 'Online Safety' policy and School Code of Conduct at all times

How will my child's work during remote education be assessed?

Feedback can take many forms and does not always mean extensive written comments for individual children. Our approach to feeding back on pupil's work is as follows:

1. School will use a variety of formative assessment and feedback methods. This will include the use of digital quizzes which are completed online.
2. All work that is required to be submitted will be marked by teachers and a written comment provided.

Additional support for pupils with particular needs.

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 that this may place on families, and we will work with parents and carers to support those pupils.

How will you work with me to help my child if they require additional support?

1. The curriculum will be differentiated as far as is possible with support, scaffolds and extra challenge where appropriate.
2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for remote education. Teachers will ensure that all pupils in receipt of 1:1/small group intervention have the resources available to support these programmes.
3. Work packs will be made available for pupils who do not have online access and appropriate arrangements made for the distribution/collection of these.
4. Our Special Needs Co-ordinator (SENCO) will liaise with class teachers to make any appropriate arrangements for pupils with additional needs.
5. Our SENCO will coordinate the work of our Learning Support mentor and SALT TA in the provision of additional learning packs as required.
6. Our SENCO will ensure that the provision put in place for pupils with SEND is regularly monitored throughout the duration of any period of school closure.
7. Contact calls from Learning Support assistants, SALT TA and SENCO
8. Where children are supported in school by outside agencies, this support will continue either through inviting children into school to complete their lesson with the Learning Support Teacher or through the provision of a home learning grid.