# 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 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?

* We have been working with the children and families since September to help children to be able to access through Teams, Dojo and OneNote. There will always be hard packs available too. Live learning will also be set up in those first few days – where children can join in the lesson that is being taught to those in school.

### 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, we have been using the Joe Wicks videos for our PE sessions, children have been joining in at school and home at the same time.

## 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 | We aim for 4 hours a day. This is mixed with:   * activities e.g making sewage and filtering it. PE sessions using Joe Wicks * Online learning which may be joining in a live lesson through TEAMS, Mathshed, Spelling Shed, Rockstars * Reading an actual book or online using Sora * Independent/ set tasks using the VLE * Independent work such as maths calculations/investigations etc |

.Accessing remote education

### How will my child access any online remote education you are providing? SEE BELOW THE RESOURCES USED AND A SAMPLE TIMETABLE FROM YEAR 4

**YEAR 3**

Home-learning Y3

TEAMS  - We are using our **Y3 Files on TEAMS**for the parents / children to access:

Literacy Learning: Reading / Writing / Grammar / Punctuation projects and tasks using Pie Corbett, Talk for writing'.

Weekly spelling and grammar priority focus.

Maths: Maths shed lesson using ppt / tasks

Science projects linked to our rocks.

Art tasks

**Live time on TEAMS**

Story time for all of Y3 on TEAMS to join in.

P.E for all Y3 on TEAMs to join in.

Individual class teachers are also doing class chats / support with learning, i.e. Maths / Lit bits and other foundation subj.

Northants Saints:  Remote lesson (5 weeks) with Liam Welch, to do physical exercise / learn about healthy lifestyle choices.  (This is in place of our rugby / healthy lifestyles that would normally happen.) for all Y3 at home or in the class bubbles.

Children are also using TEAMS to chat.

Spelling Shed access with weekly spellings.

TTRS - practise times tables

VLE  - ICT Spring topic - coding  /  online challenges (range of subjects) / children can email each other.

Calling home to families for 1:1 support  / wellbeing.

Class dojo for families for 1:1 support  / wellbeing

**YEAR 4:**

Home-learning Y4

**TEAMS**

We are using our **Y4 Files on TEAMS**for the parents / children to access.

Class teachers may arrange weekly class or year group chats for learning, interaction and support.

**Class Dojo**

We are using Class Dojo for parents and children to access.

Here we are sharing learning content and marking with feedback and Dojo rewards. Communication within the platform through the ‘Class Story’, ‘Messages’ and ‘Children’s Portfolios’.

Weekly timetables are placed on Teams in the ‘Files’, ‘Class Materials’ section as well as on Class Dojo.

**LITERACY:** Reading/ writing/ grammar/ punctuation – our lessons are linked to our topic of ‘water’. Weekly spelling through spelling shed SORA reading app

**MATHS:**  
Lessons through oak academy and maths shed.   
Weekly Arithmetic

**MUSIC:** Lessons through oak academy focusing on vocabulary.

**RE:** Lessons through oak academy and resources uploaded to Class Dojo.

**SCIENCE:** Linking in BBC Bitesize/ oak national academy. Tasks set weekly through class dojo

**PE:** with Joe 3x a week  
 **FRENCH:** BBC Bitesize and helpful learning games linked to videos.

**Computing:** VLE has Computing tasks. For example:   
Task 1 – Internet Safety - Password Safety  
Task 2 – 6 Music Mania 1 – 5 Task 7 – Internet Safety - Respect Story book Use the VLE e mails to communicate with your teachers and friends.

**YEAR 5:**

Home-learning Y5

Weekly timetable is provided to give an overview of the upcoming week’s lessons, which is sent out via Class Dojo, VLE email and in TEAMS and is followed by daily update of activities on Class Dojo and in TEAMS. All resources are placed daily in TEAMS – Files- Class Materials for easy access.

TEAMS  - We are using our **Y5 Files on TEAMS**for the parents / children to access, and also Class Dojo to share and upload completed work

Literacy: Reading / Writing / Grammar / Punctuation - We are using Oak National Academy which follows the genre for this term.

Weekly spelling - Following the priorities we identified from PIXL, and the year 5 spelling scheme.

Maths: Maths shed.

Science:  Forces – using a combination of Live lessons, powerpoints and set work on TEAMs with additional support from Oak Academy

Art linked to our Geography topic for the term.  Demonstration videos with tasks being modelled uploaded onto Dojo and TEAMs for children to access.

Geography: Oak National Academy following the year 5 topic on Rivers for this term.

Music: Oak National Academy focusing on Vocabulary.  TEAMs forms quiz, focusing on topic for this term that is being followed on Charanga.

PSHE: Shared powerpoint then activities including Skills Hub

French: Activities and games.

PE: Joe Wicks link added to TEAMS tiles for children to access.

**Live time on TEAMS**

Daily maths lessons.

Weekly spelling lesson.

Weekly science lesson.

Literacy lessons - to share 30 minute intro before completing tasks on Oak National Academy.

Weekly PHSE.

Weekly French Lesson.

Weekly class TEAMs call for well-being.

Spelling Shed access with weekly spellings.

TTRS - practise times tables

SORA reading app - daily 20 minute read.

Nessy

VLE  - ICT Spring topic - Coding - Race track tasks.   Tasks also assigned to support GPV and Maths tasks.

Folder of basic skills with daily activities and also additional challenges

Calling home to families for 1:1 support  / wellbeing.

Class Dojo for families for 1:1 support  / wellbeing.

**YEAR 6**

Home-learning Y6

TEAMS  - We are using our **Y6 Files on TEAMS**for the parents / children to access, and also Class Dojo to share.

Jo Wicks workout – PE

White Rose Hub -Flashback 4 maths starter

Arithmetic paper

Maths shed - maths lessons

Oak Academy- English-reading/writing lessons, music, art, science

Soundcloud- Talk for Writing - English- reading/writing

BBC Bitesize- History

Twinkl- Art, PSHE, reading comprehension

PIXL- Grammar, reading comprehension

Spelling Shed/Times Tables Rockstars/Sora

Teams. Sharing content with the children at home e.g PE lessons, maths and literacy lessons from Maths Shed, talk for writing and oak national academy.

### 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:

* With our Catch-up funding we have purchased 50 laptops. We will get these and our bank of i-pads out to families in the first week
* If you require a device please phone the school office: 01536 202621 or email [mlimb@studfalljunioracademy.org](mailto:mlimb@studfalljunioracademy.org) or [lmcgeachie@studfalljunioracademy.org](mailto:lmcgeachie@studfalljunioracademy.org)
* If you do not have access to the internet please let us know at the above and we can apply for increased data or a dongle.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

* live teaching (online lessons)
* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* printed paper packs produced by teachers (e.g. workbooks, worksheets)
* textbooks and reading books pupils have at home and online SORA
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* practical activities – making things etc…

## 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?

* To do the best that you can, we have set 4 hours work but the timings on different activities can be adjusted
* Try to ensure they do a balance of activities
* Class teacher’s will make contact with yourself once a week to help with any queries and support that is required to help with the home learning
* Read as often as possible
* Enjoy the world outside, walks, bike rides etc.

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

* Teachers have a spread sheet to check regarding engagement
* Teachers will phone home weekly to support or give advice
* The teachers will be monitoring pupil engagement and if there is none and we can’t get hold of the parents, we would do a home visit to check everyone is ok.

### How will you assess my child’s work and progress?

* Teachers and support staff will be marking regularly
* Live teaching sessions will help give immediate feedback
* Children can communicate with staff through TEAMS and Dojo which supports feedback
* Weekly calls

## 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:

* We will give appropriate devices that the children can use e.g., an I-pad
* Mrs. Green, Bubble 18 teacher, will provide differentiated English and Maths work for SEND children using a variety of online platforms such as Oak Academy, SORA, YouTube, BBC Bitesize, Top Marks. As well as a weekly email of paper-based activities from sites such as Twinkl.
* Mrs Green and Mrs Fountain will provide Art, Science, PSHE, Fine Motor Skills and PE activities such as Joe Wicks PE, Pacesetters Yoga, YouTube lessons for drawing.
* Online learning is also promoted via VLE (with regular updated activities), Spelling shed (differentiated word lists), TTRockstar (differentiated times tables specific to the child), Maths Shed and Nessy (as assigned). All are monitored regularly, and rewards given via Dojo to aid engagement.
* Year groups have planned activities that SEND children can access in their year group
* Packs are available – to support with any printing
* SENDCO, Mrs. Green or Learning Mentor, Sally Logan, will ring each child weekly and check on well-being and any support required. Mrs Logan will make some home visits. There will be a weekly ‘hello’ meeting for the children to make contact on TEAMS too.
* Mrs Green has daily contact via email and Dojo (as required) for messages, work to be viewed and rewarded (to aid engagement) and messages. Other adults can also comment upon work and reward children too.
* For parents, email or Dojo contact with Mrs Green, Mrs Ing and Mrs Logan is available.

## 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?

* When we are not in Lockdown, there is a plan for each year group on the school website. Click Parents, then click Home Learning. There are as series of websites that we use in school and at the bottom each year group has a plan of lessons that you can just work your way through.

https://www.studfalljunioracademy.org/page/?title=Home+Learning&pid=88