



Lockdown learning- what you can expect.

This information is intended to provide clarity and transparency to children and to their families and carers about what to expect from remote education while local restrictions require them to remain at home.

The remote curriculum: what is taught to pupils at home

- We teach the same curriculum remotely as we do in school;
- Regular daily content will include mathematics, spelling, a writing task and reading;
- We will also include project- based work covering other areas of the curriculum

Remote teaching and study time each day

We set daily tasks that we feel are manageable for most children. Pace will differ though as the environment for home and school-based children is very different to a busy structured school day. We expect children to be engaged in school work for up to three hours a day. It will be helpful to them if you establish a regular routine with breaks and snacks scheduled along the way.

Accessing remote education

We use a range of digital platforms to support remote working. Plans for the week with internet links and embedded video material are hosted on our school google drive. These materials are made available to families before the start of the week. For key stages one and two this will include links to White Rose Mathematics. Years 5 and 6 will be using Google classroom as the main platform for their working week

We know that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have conducted a survey so that we have a clear understanding of which children do not have access to a laptop or tablet;- currently 15 children;
- Our survey asked families to let us know about the availability of a reliable broadband connection- all but 2 families have this;
- For those without devices, our technician has configured school devices which are now on loan to those families;
- Where connectivity is poor or unavailable, we are providing hard copy materials with telephone backup.

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

Engagement and feedback

- live teaching in groups sizes of up to 10;
- recorded teaching (e.g. White Rose mathematics and recordings made by teachers);
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- reading books children have at home;
- use of material from other websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- some long-term project work and/or internet research.

There won't be any judgement if you're finding it hard to get your child to do the work and its better that we deal with it sooner rather than later. We will use ZOOM contact to support you with this.

We have published a set of protocols for the use of zoom which you can find here-https://docs.google.com/document/d/1_ztsHOvc0guCyTH_pC2wmErohTcX2Ji0Wv4F_FkYITs/edit?usp=sharing

Establishing a regular routine will help you and your children. This will need to have regularity. Each teacher will share their age/ stage expectations with families and

Regular contact between your child and their class teacher

There will be regular contact between children and their teacher throughout the week. The detail of that has been set out in the personalised plan for each class which was shared with you on Friday January 8th.

Contact will include some whole class sessions, small group teaching, surgery sessions for problem solving- arising from learning activities and celebratory moments too.

Assessment

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:

- Use of online assessment tools such as sumdog and white rose maths materials;
- feedback sessions- mostly in groups but in some instances individually;
- sharing of photo and email evidence between home and school;
- regular check in's with families

Additional support for pupils with particular needs

We recognise that some children, 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 know that this will be particularly challenging for families, and we will work with them to support those children in the following ways:

- Teachers will carefully differentiate activities to ensure that children can access them;
- Contact with individual families using zoom, telephone and email as appropriate;

Remote education for self-isolating children

Where a child is isolating because they are unwell, there is no expectation that they engage with the remote learning offer. Because we are operating a dual system where there are always children learning at home and at school, self-isolation in and of itself should not present any additional barriers to accessing learning.