



**MELLING  
PRIMARY SCHOOL**



**Be the best  
that you can be**

**REMOTE EDUCATION  
FOR LOCKDOWN/ISOLATION**

**JANUARY 2021**

## **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?**

All children have access to work set on Google Classrooms – this work covers the vast majority of the curriculum, mirroring what is being taught in school. This is also in line with what already has been in place for children who are having to isolate. Paper copies are offered to families who may not be able to access online learning.

### **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:
  - younger children will require play based learning which will differ between school and home due to availability of resources
  - PE lessons will not be expected at home but an alternative will be suggested
  - Reading of hard copy books may be limited due to transfer between children therefore alternatives will be given that allow for reading online. Reading will also be practised in work set for other subjects.

## 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	<b>HOURS OF LEARNING PER DAY FOR EACH CLASS</b> <b>Reception Class:</b> -Phonics/Reading/Writing 45 - 60 mins -Maths – 30 - 45 mins -Story time – 45 mins -PE – 30 mins -Topic work – 30 mins -Social, emotional, well being – 30 mins <b>Key Stage 1 &amp; 2 (Y1 – Y6):</b> - Social, emotional, well being – 30 mins -Phonics/spelling/handwriting – 30 mins -English (writing/grammar/reading) – 1 hr -Once a week comprehension 1 hr Y2 upwards -Maths – 1 ½ hrs -Once a week Maths Skills 30-60 mins Mr Millington Y2 upwards - One of the Foundation subjects (e.g History /Geography /Science /RE / PE) – 1 hr - 4 days a week Y2 upwards -Story – 30 mins
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## Accessing remote education

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

Google Classroom – all classes  
Education City – YR Y1 Y2  
Purple Mash – all classes  
Mathletics – Y3 Y4 Y5 Y6  
Readiwriter – Y3 Y4 Y5 Y6  
Times Tables Rock Stars – Y3 Y4 Y5 Y6  
Oxford Owl online reading  
BBC Bitesize  
Oak Academy (when appropriate)

### **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:

- ANY DEVICE WITH INTERNET ACCESS CAN BE USED (eg Playstation, X-Box, ipads, Kindle tablet, mobile phone). User friendly app for Google Classroom available.
- All activities can be completed on paper or practically – a printer or keyboard is not required
- On request paper copies of work online will be provided
- If available, in extenuating circumstances, a device may be loaned from school (this is subject to availability).
- All work can be submitted online via Google Classroom using the hand in function (guidance for this is on the class page of the website).
- Children’s work can be photographed and submitted via Google Classroom as an attachment or sent to the class email address.
- Paper copies of work can be returned to school and quarantined before marking – there may be a delay for feedback in this case.

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

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

- 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
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work and/or internet research activities

## **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?**

- The expectation is that children engage with online learning daily – there will be enough work that mirrors in-school learning. It is expected that children at home are completing the same tasks at home.
- Parents should be supporting children to access online learning and promote the fact that this work is compulsory.
- Parents/carers should support children in submitting work for feedback.

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

- Feedback will be given when work is submitted – this may not be on the day; it may not necessarily be for an individual but for a group on occasions. If children are used paper based learning – there will be a delay in feedback.
- All online systems used enable teachers to monitor learning, engagement and feedback. If there are concerns about lack of engagement – parents will be contacted.

## **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:

- Feedback will be in a variety of forms – on occasions it will be personalised and individual; sometimes it will be a group or class feedback to address misconceptions in work submitted; quiz type activities can give immediate feedback.
- A good deal of the work that children will be involved with will have 'in the moment' feedback to deal with misconceptions – this is seen to be one of the most effective forms of feedback.
- Google Classrooms allows for personalised feedback on screen (eg tabs to check spelling etc). There is also a function to hand work back to the child.
- Teachers will keep records as to whether children are meeting learning objectives for their age group or learning objectives set for them.

## **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:

- Work will be assigned differentiated at their own level – this will not be seen by other learners.
- Where appropriate packs of work/activities/resources will be provided for specific children.
- Parents/Carers of SEND/Vulnerable children are contacted twice a week (if they are not attending school) – any issues with home learning will be addressed.

## **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?**

- There will be no main differences between home learning and school learning for children who are self-isolating.
- Individual circumstances will be supported.