



Learning and growing in the love of God

(John 4:16)

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 where national or 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.

Please also see the HOME LEARNING OFFER LETTERS SHARED IN AUTUMN AND JANUARY

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 will use Oak National Academy to support your child's learning across the curriculum. (We will also send home paper versions and resources should any parents or carers wish to access them.)

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 continue to teach the National Curriculum remotely as we do in school; however we are not following our yearly classroom plans so the sequence of lessons will be different.

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:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Class 1 are using:

- Oak National Academy for **Maths, English, Re and Foundation subjects**
- <https://classroom.thenational.academy/schedule-by-year>
- **Phonics**
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- **Early Reading**

<https://home.oxfordowl.co.uk/>

Class 2/3 are using:

- Oak National Academy for **Maths, English, Re and Foundation subjects**
<https://classroom.thenational.academy/schedule-by-year>
- **Time Tables**
<https://play.ttrockstars.com/auth>
- **Computing**
<https://www.purplemash.com/sch/sledmereyo25>

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 will support those pupils who cannot access a device. Please get in contact at sledmere@eastriding.gov.uk or wetwang.primary@eastriding.gov.uk
- If you don't have internet access please get in contact and we can offer support with getting you connected. Please get in contact at sledmere@eastriding.gov.uk or wetwang.primary@eastriding.gov.uk
- If your child needs access to printed materials please let us know at sledmere@eastriding.gov.uk or wetwang.primary@eastriding.gov.uk
- If you would like to share paper work with us please send to school or arrange to drop off by contacting the office on sledmere@eastriding.gov.uk or wetwang.primary@eastriding.gov.uk

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:

- Recorded teaching (e.g. Oak National Academy lessons).
- Video recordings made by staff with related comprehension questions shared with all children.
- Printed paper packs produced by teachers for those children who don't have internet issues or if requested to support learning (e.g. workbooks, worksheets.)
- Reading books pupils have at home sent out.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize to support specific children's learning.
- Class-based ZOOM sessions weekly with opportunities to share work, news and celebrate achievement and effort.
- Collective Worship:
 - Tuesday 10.15am via a link to Open the Book
 - Wednesday 10.15am via a ZOOM link to Reverend Jacki

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?

- Will try their best to access the lessons provided with adult guidance and ask if they need support.
- Pupils will share examples of Maths and English with their teacher via Seesaw, Tapestry or by sending it into school.
- Pupils will engage with the remote education and adults will support them with making daily contact with school.
- Parents and carers will set routines to support their child's education.

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

- We will check pupils' engagement with remote education by looking daily at Tapestry (Class 1) and Seesaw (Class 2/3.)
- We will call parents and carers to check how their child is getting on.
- We will check which children access live ZOOM Collective Worship and Celebration sessions.
- If we are concerned by levels of engagement we will make contact through a call and 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:

In this section, please set out briefly:

- We will be available from 9am -11am and again 1pm – 3pm for direct communication through Tapestry (Class 1 and Seesaw (Class 2/3). (This may be encouragement, support or feedback.)
- We will make contact with all children at least once a day through Tapestry (Class 1) and Seesaw (Class 2/3.)
- We will offer support and feedback using phone calls, email and/ or Tapestry (Class 1) and Seesaw (Class 2/3.)

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 be in regular phone and email contact with our SEND pupils and will offer support to enable every child to access remote learning effectively.
- We will supply resources as required to facilitate learning e.g. concrete apparatus, books to record work in.
- We will work closely with our youngest children to ensure they can experience the Foundation Stage curriculum appropriately. E.g. By sharing examples of activities which cover the Early Learning Goals and support early years development. We will write child friendly questions and prompts to support learning at home.

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?

- We will provide paper copies of the work delivered in class and liaise directly with the pupil concerned using Tapestry (Class 1) and Seesaw (Class 2/3.)
- We will strive to call them to check in and support their learning fully.