

**Nanpean Community Primary School**

*Nurturing Children's Passion to Succeed*



**Remote Education Information for Nanpean Primary School (2020-21)**

*Headteacher: Mr Nicholls*

*Curriculum Leader: Mr Barritt*

## **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?**

In the first couple of days, educational provision will be provided, but as this may be at short notice, it is likely to be suggested activities from a list or grid of various possible activities.

### **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, the sequence of lessons and learning may be adapted to better suit the home learning environment, or a planned in-school lesson activity may change to take into account the need for specific resources.

We also strive to provide some activities that the whole family can take part in with the aim of these providing family interaction and supporting positive health and wellbeing. We also continue to post further links, such as those related to health and wellbeing, to our Class Dojo pages.

## **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	For Primary aged pupils, it is expected that children engage in activities for approximately 3 hours per day (KS1) and 4 hours per day (KS2). For KS1, we will provide provision for English (1 hour), Maths (1 hour) and 'other subjects / activities' (1 hour) each day. For KS2, we will provide provision for Reading (45 minutes), English (45 minutes), Maths (1 hour) and 'other subjects / activities' (1.5 hours) each day.
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## **Accessing remote education**

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

We aim for all children to access their remote education online through our Class Dojo and Tapestry platforms, which are both already well used and established ways of communication for Teachers to children and parents. Over 90% of our parents in all classes are signed up to these. We will do our utmost to support parents and children with the provision of digital devices, and have engaged with this ordering system in January 2021. Where this isn't possible, either due to IT issues or specific parental requests, we provide resources to be printed and collected from our school Admin Office.

### **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:

As stated above, we will endeavour to help provide online access at home, but where this isn't possible, parents can request for resources to be printed and collect these from our school Admin Office.

## **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 used at Nanpean School are:

- recorded teaching (e.g. Oak National Academy lessons, White Rose videos, for example).
- printed paper packs produced by teachers (e.g. workbooks, worksheets) primarily for parents who have requested this for their children.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- long-term project work and/or internet research activities (this will be used very occasionally, such as at the end of a term or for wellbeing purposes, as schools have been told not to rely on this approach).

## **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?**

We expect all children to participate in Remote (Home) Learning activities so that any time they are unable to attend school in relation to Covid-19 doesn't result in a gap forming between themselves and their peers.

We are aware that (in the vast majority of circumstances) parents are not qualified Teachers. This has informed our decision to use resources such as those produced by Oak National Academy and White Rose. However, it would be useful for parents to set routines for their child(ren) to encourage them to complete their Remote (Home) Learning. This could include setting up a daily timetable for each day, and supporting them with accessing tasks. We have communicated this to parents and this forms part of the daily timetable being provided by each Teacher for their class.

We expect all children to engage as we are still responsible for the education of the children. Engagement will be monitored through the uploading of work (by children / parents) on Class Dojo / Tapestry posts, and we are setting minimum expectations for engagement so this can be easily monitored.

We have also created an end of the week quiz which is being posted every Friday for each class to complete. Results inform us about engagement throughout the week and this information is being collated by Senior Leaders.

This will also form part of the discussion Teachers are having during wellbeing calls to families.

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

Class Teachers will be available to contact via Class Dojo / Tapestry and via e-mail. There will also be staff in school that are available to support parents via telephone if required.

During any period of lockdown, Class Teachers are making wellbeing calls to children / families. If there are concerns identified by Class Teachers, they themselves will discuss these with parents or this will be passed on to a member of our Senior Leadership Team.

During a period of self isolation (where individual children are self isolating but the remainder of their class bubble are at school), these wellbeing calls will be from SLT or admin members of staff, as Teachers are assigned to class groups / bubbles so won't have the necessary time to do this.

We expect all children to engage as we are still responsible for the education of the children. Engagement will be monitored through the uploading of work (by children / parents) on Class Dojo / Tapestry posts, and we are setting minimum expectations for engagement so this can be easily monitored.

We have also created an end of the week quiz which is being posted every Friday for each class to complete. Results inform us about engagement throughout the week and this information is being collated by Senior Leaders. As well as being a good way for pupils to show they have engaged with the learning tasks, this will also provide them with the opportunity to rehearse new content and identify specific misconceptions they may have had with the learning.

## **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:

Teachers will comment on work posted on Class Dojo / Tapestry. We have set a minimum expectation for the uploading of work by children / parents.

We have also created an end of the week quiz which is being posted every Friday for each class to complete. Results inform us about engagement throughout the week and this information is being collated by Senior Leaders. As well as being a good way for pupils to show they have engaged with the learning tasks, this will also provide them with the opportunity to rehearse new content and identify specific misconceptions they may have had with the learning.

Class Dojo also provides teachers with the facility to award housepoints, star of the week and busy bee awards, and we will endeavour to reward appropriately.

## **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:

Class Teachers are aware of the needs and abilities of children within their class, as well as individual / family situations, and this informs how the Teachers plan for the Remote Education of individual children. Generally, Teachers are completing a whole class daily timetable of activities, which is aimed at the majority of children. However, where there are individual needs, a bespoke package of support is being offered by Class Teachers and often is being collated by Teaching Assistants or Administrative members of staff. This obviously includes specific packages relating to their individual targets for children with Education and Health Care Plans (EHCPs). For some of our other learners with SEND, a variety of accessibility arrangements have been considered based on our knowledge of the child's ability and needs, as well as their current situation. Work has been issued to match their ability and needs and this continues to happen on a daily basis. This has included accessing alternative objectives (through Oak National Academy), or the provision of alternative formats of work, where appropriate, including printed / paper based activities. We also continue to provide technical support to our families to try to ensure they can access provision through Oak National Academy and White Rose (Maths), for example. There is also additional support provided for SEND children, via phonecalls, Dojo or Tapestry to their parents from our SENDCo.

## **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?**

As Teachers will still be responsible for the remainder of the class, if individual children are self isolating but the class bubble of other children is still attending school, it will be impossible for them to Teach the class and set work for those self isolating at the same time. As a result, we have devised a matrix of activities for children who are self isolating that link to the Curriculum and have age related links available. These activities will be e-mailed to parents (or printed and posted if required) when a child begins self isolating. This will be completed by a Teaching Assistant or one of our Admin members of staff. This work will link (as much as possible) to what is being covered in class, but may need to be adapted to ensure it is able to be covered remotely.