

REMOTE EDUCATION

Information for Parents and Carers

Remote education provision: information for parents/carers

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.

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:

- EYFS and Key Stage 1 - 3 hours of learning across the curriculum
- Key Stage 2 - 4 hours of learning across the curriculum

What will be taught whilst remote learning?

Remote learning will mirror, as closely as possible, what is being delivered school. The learning will cover the full range of curriculum subjects where possible and children will be supported by feedback via the platform in use. However, we have needed to make some adaptations in some subjects. For example, learning remotely for subjects such as art, D&T may adapted due to resourcing issues in the family home.

Example timetables

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|--|
|  Zoom/ live lessons | 9:15 Express yourself! (Children's mental health activity) Meeting ID: 796 0109 6766 Passcode: YE72rR 9:45 Reading skills Meeting ID: 755 2940 3959 Passcode: QXm8Ck <i>You will need: paper and a pen (possibly the text too)</i> | 9:15 Story time Meeting ID: 796 0109 6766 Passcode: YE72rR 9:45 Maths Meeting ID: 755 2940 3959 Passcode: QXm8Ck <i>You will need: paper and a pen</i> | WIND DOWN Wednesday No screen day | 9:15 Story time Meeting ID: 796 0109 6766 Passcode: YE72rR 9:45 Writing Meeting ID: 755 2940 3959 Passcode: QXm8Ck <i>You will need: paper and a pen (possibly the 'direct speech practice activity' too)</i> | 9:15 Story time Meeting ID: 796 0109 6766 Passcode: YE72rR 9:45 Maths Meeting ID: 755 2940 3959 Passcode: QXm8Ck <i>You will need: paper and a pen</i> 1pm National Aquarium |
| Lessons | <ul style="list-style-type: none"> •  Reading skills • Writing • Maths • Handwriting • Bedrock + PiXL • RE | <ul style="list-style-type: none"> • Reading skills • Writing •  Maths • Handwriting • Safer Internet Day • PE | | <ul style="list-style-type: none"> • Reading skills •  Writing • Number and Lightning • Handwriting • PE • PSHE bottle moment | <ul style="list-style-type: none"> • Reading skills • Writing •  Maths • Handwriting • Bedrock + PiXL • Science |

Thursday 11th February

| | |
|-----------------------------------|---|
| Bedrock 20 mins | Please complete a lesson of Bedrock - make sure you share your score with me once complete 😊 |
| Read Theory 20 mins | Please spend 20 mins on Read Theory today and share our score when done. |
| Maths 1 hour | We are continuing with our work on percentages but today we focus on finding percentages of amounts when thinking of money. Can you help me to find the best deals? |
| English - Live Lesson 11 am | Join me for our live lesson today at 11am. Make sure you bring along your work from Monday and Tuesday! |
| Guided Reading - 20 mins | Today you have a text to annotate. I want you to use two different colours- one for annotations about your background knowledge and the other for your predictions. |
| PE- 20 mins | Today you need to will need to find a large space, preferably in your garden and you will need four items to act as cones. More information can be found within the activity section! |
| Topic- 40 mins | Mummification- today you need to read the powerpoint and fill in the sheet to show the process of mummification! |

Story time! 2:30pm on zoom!

Further timetable information is available weekly and daily on our platforms of Seesaw and Tapestry.

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

All remote learning will be posted daily on the relevant platforms (EYFS – Tapestry and KS1/KS2 – Seesaw). It will, as closely as possible, mirror the learning occurring on site.

Feedback will be provided by the year group team via these platforms.

Consideration will, wherever possible, be given to types of activities set and ability to access these via a digital device.

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:

Norwood School issued a 'Digital Device Survey' and based on the responses we have supported our families.

Working in partnership with Barnardo's, we have gifted a number of digital devices (routers, iPads, Sim cards and iPhones) to families without any digital provision in the family home.

We have allocated our DfE devices to families needing additional provision in the family home.

We have submitted a bid to a local business who have provided funding to further support families with digital devices.

We are printing learning packs for children who struggle to access learning online for other reasons.

We are providing live remote teaching for children with specific support packages such as Speech and Language.

Live surgeries to support home learning of curriculum areas such as Read, Write Inc and being provided in the relevant year groups.

A daily live reading session is planned to support children at home keeping contact with their peers.

Additional resources for children not on site but have a specific learning need.

How will my child be taught remotely?

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

EYFS – Tapestry - <https://tapestryjournal.com/>

KS1 and KS2 – Seesaw - <https://web.seesaw.me/> - there is a class app for the children and a family app for the adults

Teach Your Monster to Read - <https://www.teachyourmonstertoread.com/>

PiXL Tables - <https://timestable.pixl.org.uk/>

My Maths - <https://www.mymaths.co.uk/>

White Rose Maths - <https://whiterosemaths.com/>

Bedrock (Year 3 – 6) - <https://bedrocklearning.org/>

Read Theory - <https://readtheory.org/auth/login>

Odizzi - <https://www.oddizzi.com/>

Charanga - <https://charanga.com/site/log-in/>

Lessons from other providers will also be accessed where relevant, using platforms such as

Oak National Academy - <https://www.thenational.academy/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize>

We use a combination of live teaching, online lesson, recorded presentations, drop in surgeries, commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences and sign posting to national initiatives and events

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home and how will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We are monitoring the engagement of children who are learning remotely and providing feedback via Tapestry and Seesaw. It is the expectation of the school that children engage daily, unless reported as ill by their parent/carer.

Should it be identified that children are not engaging in their learning, in the first instance the class lead adult will make contact with parents/carer to gain an understanding of the issues and reasoning behind the lack of engagement.

Should the issues not be resolved, the class lead adult will escalate this to the Senior Leaders of the school.

We recognise that learning from home will be a different experience for each of our families and that the circumstances of each of our families are unique to each family unit. We want to ensure that our community feels supported in their remote learning experiences and whilst we are committed to adhering to the government guidelines of 3 hours for EYFS and KS1 and 4 hours for KS2, we fully understand if this is not possible to complete on a daily, regular basis.

The SENDCo will make regular contact with families with children on the SEND register who are not in school to ensure that relevant support can be provided where needed.

How will you assess my child's work and progress?

Work set will be differentiated and tailored to children's needs where required and feedback given based on expectations for children as individuals.

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:

The year group team will monitor the identified platforms daily and provide both supportive feedback and feedback to improve the learning outcomes.

When adults are covering for reasons such as PPA, illness – there is an expectation that this feedback remains consistent for the children off site.

Where any issues are identified, parents/carers will be contacted by the lead adults, in the first instance.

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:

All children with an EHCP have been invited to school to attend school on site.

Pupils with an EHCP and a shielding letter are supported through live virtual lessons to continue to meet their needs as outlined in their EHCP.

A SEND newsletter is sent out regularly and communicates how to contact the SENDCo via a direct email senadmin@norwoodschool.co.uk or the main office telephone number 01733 574717.

The fortnightly SEND newsletter identifies ways to make adjustments at home to support learning for those with SEND Support.

For children who receive SEND support, a place may be offered at school, at the discretion of the Headteacher. This will be offered in discussion with parents/carers, SENCo, class teacher and Headteacher where it is agreed that it is in the child's best interests to attend school.

Where possible, specific interventions will still be carried out via a live lesson. Additional resources such as coloured overlays, phonics packs, phonics charts, coloured exercise books have been sent home to support learning.

Contact with outside agencies will continue remotely, where possible, and the SENCo will continue to liaise with relevant services.