

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. If this is the case, we will follow our 'Whole Closure' Remote Learning Plan.

The answers to the questions are in relation to our 'Whole School' Remote Learning Plan when there is a whole bubble or school closure - 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?

If a whole bubble or the whole school closes, then the live lessons will be offered from the third day of closure at the latest once the live lesson links can be generated and distributed. The classes that are affected by the lock-down will implement the 'Whole Closure' Remote Learning Plan.

While the links and planning are distributed, a 'menu' of activities will be shared with the children. This is relevant to the time of year and point in the schemes of work of the class learning. It will consist of independent activities which will be a mixture of online and offline work. (For an example see Appendix 1)

During these initial days, arrangements will be made to get the resources needed sent home which would be useful for the expected period of closure, for example class reading book, maths practice books and exercise books. Children will also be reminded of their logins for the computer based programmes used in school.

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?

If the whole class bubble is closed then teaching will follow our 'Whole Closure' Remote Learning Plan. This learning plan will broadly follow the curriculum that would have been taught if the bubble or school was remaining open.

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 practical music or DT lessons would not be able to be taught, but will be replaced with related non-practical lessons that could be accessed at home.

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:

EYFS	3 - 4 hours per day
Key Stage 1	3 – 4 hours per day
Key Stage 2	4 - 5 hours per day

This will be made up of 2 live lessons per day – 30 minutes for each year group and 45 minutes for the class – and independent learning that will be through a mixture of online and offline learning opportunities. The timetable of live lessons can be seen in Appendix 2.

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

Teachers will use emails to share links to online learning and information needed for other learning.

Emails will be sent direct to children using the children’s Purple Mash accounts and parents through direct messaging on Parent Hub to ensure that links to the live lessons remain secure. Teachers will also communicate with parents via emails. Teachers can be contacted by parents through their class email accounts.

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:

If a parent has informed the school that they do not have an appropriate device to access the internet at home then the school will loan a device from school stock to be used at home if possible. These devices will be on loan for the length of the lock-down or closure of bubble.

If a parent has informed the school that there is no internet access at home, we will explore all avenues to assist the family to obtain internet access and a device at home. Appropriate work will be either delivered or organised for collection, so the child can complete work offline.

Where it is not possible for teachers to email feedback and instruction, they will telephone home to speak to the child and also the parent if appropriate.

Parents are asked to contact the school by either phone or email for the latest information and to inform us of any changes in circumstances so we can offer the support required.

How will my child be taught remotely?

Depending on whether it is individual, class bubbles or whole-school remote learning that is being provided will depend on the strategies being used.

For full bubble closures, the remote learning we provide will be a combination of the following approaches to teach pupils remotely:

Live lessons via Teams twice a day
Verbal and written instructions planned by teaching staff, with resources shares via email
Printed paper papers
Recorded assemblies twice a week
Textbooks and reading books that have been sent home
Recorded teaching from Oak National Academy Lessons
Written instructions and task planned by teaching staff
On-line learning using the programmes that we use in school, eg Maths Shed, Spelling Shed and Times-Table Rock Stars
Planning will be sent home weekly for EYFS and twice weekly for KS1 and KS2. The planning will have all the links to the live lessons, links to useful resources for the lessons and instructions for independent tasks. See Appendix B for an example of planning.
Children that are learning on-site will be completing the same work as children learning off site.

For individual self-isolation remote learning we use a combination of the following approaches to teach pupils remotely:

Printed paper papers
Textbooks and reading books that have been sent home
Recorded teaching from Oak National Academy Lessons
Written instructions and task planned by teaching staff
On-line learning using the programmes that we use in school, eg Maths Shed, Spelling Shed and Times-Table Rock Stars
(An example of Immediate Learning is in Appendix A. Following the first couple of days of isolation, more specific tasks will be sent home once the resources from school have been delivered/collected to home)

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?

It is expected that children attend the online 'live' lessons. A register will be taken to monitor attendance.

Work is expected to be completed and examples of work and written feedback to be sent regularly (at least weekly) to the teacher through Purple Mash email accounts or from parents via class email accounts.

The school recognises that parents may be trying to support their children at home while also working themselves. We recognise that the level of support that parents can offer will depend on the home situation. We are providing a range of learning opportunities that will require a varying amount of adult support, therefore all children should be able to engage with and complete work. We ask that parents speak to us if there are any issues.

We would encourage parents to:

- Provide somewhere quiet for the children to work
- With the child, adapt the timetable to fit in with the needs of the family, making note that live lessons are at a fixed time. They are at the same time daily to help with organisation and routines

- Talk to the children about their learning and set high expectations for their work
- Inform the school in a timely manner of any issues that they have with the remote learning so the school can offer help and support

For more information and the Code of Conduct for Online Conferencing see Appendix 3 – Online learning with TEAMS, Support Guidance

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

If whole bubbles are closed, live lessons will be taking place twice a day for each child. Registers for these live lessons will be taken. Although we are expecting attendance at these lessons, it is understood that there may be times when children are not able to attend. Supporting work is provided in the planning or can be forward on request. Attendance will be monitored. If non-attendance for more than one day without an explanation, then class teachers will contact home.

Communication between teachers and children via Purple Mash will be monitored. Children are expected to be engage with their teachers by submitting work and sending emails and examples of work. Teachers will provide feedback on this work. If there is not regular child/teacher contact then the teacher will contact parents/carers via telephone or email and offer support.

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 will includes but is not limited to:

- Feedback on 2dos in Purple Mash
- Verbal feedback via live lessons
- Email converstions through Purple Mash accounts

Children can expect feedback on the majority of work submitted. It is expected that there will be feedback at least weekly but will be more often if children are regularly completing and submitting work.

As children are working in their usual exercise books and practice books, work will be looked at when returning to school. This work will not have written feedback, but verbal feedback will be given regarding their work from the lock-down period.

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:

Individual live lessons will be held daily to support needs when year group or class live lessons are not appropriate.

Teachers, SENDCo and parents will work together to monitor the learning and assist each other to adapt as needed to ensure the child can access the learning.

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?

When a parent notifies the school that a child cannot be attending due to self-isolation relating to Covid, then the Immediate Plan will be emailed home. This consists of work that is related to the work that is being taught in school. (For an example see Appendix 4) It will be a 'menu' of both online and offline learning that can be independently accessed.

The class teacher will email or ring within a couple of days of the start of the self-isolation period to establish the length of time that self-isolation will be continuing for and to explain next steps. If it is expected that the self-isolation period will continue for a number of days or weeks then we will attempt to deliver books home. Teachers will email lessons to the children and provide feedback on work, this will be through the children's Purple Mash accounts. Lessons will be on a similar theme to those that are happening in school, but will not be 'live'.

Following the initial first days when the Immediate Learning Document should be followed, text books, reading books, exercise books and maths practice books will be sent home if possible to enable resources to be easily accessible for the children.

Emails explaining learning activities and links to resources to support the learning will be regularly sent via Purple Mash.

Children are expected to submit work either through Purple Mash or by email so the teacher can provide feedback and offer support to develop learning as needed.

Appendix 1 - Initial days of Closure - Learning Menu

Hawks and Kingfishers

Here are some activities to get you back into the swing of learning.
 Choose activities to do.

Write a thank you letter for your Christmas presents.	Learn the names of the areas of the UK and their capitals.	Choose a piece of classical music. Listen to how it builds and flows. Can you make it into a story?
Invent a times table game E.g.- chant your times tables as you walk up and down the stairs.	Learn some of the counties of the UK. Especially those immediately around Cambridgeshire.	Imagine you have travelled back in time to a chosen era e.g. Victorians. Write questions you would ask someone of that time.
Invent a number bonds to 10/20/100 game.	Choose two countries of contrasting locations what is similar what is difference.	Find a fun way to learn the oceans and continents of the world.
Read to a sibling/parent/dog	Draw a pencil case and label it with the Spanish words for each item.	Make up a dance/work out and film yourself doing it to your favourite song. Can you edit it?

Appendix 2 - Timetable for Daily Live lessons

Online lesson Timetable – for partial or full lockdown

	9 – 9.30	10 – 10.30	11-11.30	Lunch	12.30-1.15	1.30-2.15	2.30-3.15
	Maths Focus Approx half hour	Maths Focus Approx half hour	Maths Focus Approx half hour		English/other Approx 45 mins	English/other Approx 45 mins	English/other Approx 45 mins
Kingfishers	Y5		Y6		Y5 & 6		
Hawks	Y4	Y3					Y 3 & 4
Robins	Y1		Y2			Y1 & 2	
Wrens	Lesson				Lesson		

Appendix 3 – Online Learning with Teams – Support for Parents and Children

Online learning with TEAMS - Support Guidance

Now that we have entered a national lock down and the school is closed, it is our intention to provide online learning for the children through TEAMS.

This document should provide you with some further details to support the online learning sessions.

Permissions:

By accepting your child's invite to the meeting and allowing your child to join the Teams Session on a device at home, you are giving your child permission to join the meeting and agreeing to the code of conduct.

Video Conferencing Code of Conduct – Pupils and Parents

- Make sure that your parent/carer has given permission for you to take part in the online meeting
- Be aware that meetings may be recorded by the teachers– it will say at the top of the screen if it is being recorded
- You are not allowed to screenshot or record the meeting
- Try and encourage any brothers or sisters to go somewhere else in the house
- Find a quiet space in your home where you are not going to be disturbed. Try not to go in your bedroom. If you have to, please try to make sure that you have got a blank wall in the background when you are in the meeting and keep your bedroom door open.
- Make sure that you are dressed appropriately for a meeting with your teacher and classmates
- Try and join the meeting just before the time it is due to start so that you are ready
- If your parent is a member of staff in the Cam Academy Trust, please make sure that they are logged out so that you can join as a guest. If on a browser, don't go through to the app.
- Put the correct name into Teams – otherwise you might not be allowed in!
- Make sure that you have muted your microphone when you are allowed into the meeting and that your video camera is on
- In the meeting, interact patiently and respectfully with your teacher and classmates – raise your 'virtual' hand if you want to speak.
- If you are not talking, mute your microphone
- Please do not use the chat function – it won't be monitored while the meeting is happening
- If you are disruptive during the meeting, or not following the rules, then you might be asked to leave the meeting
- Make sure that you leave the meeting when asked
- If there is anything that makes you feel uncomfortable or unhappy, report it to your teacher or your parent

How to access Teams:

- Your child will be sent a link to the meeting and details of the date and time via their Purple Mash email account or on the weekly timetable.
- They will wait in a waiting room until the meeting is started by the teacher.
- If you do not have Teams on your device, the link should open in the web-based version, so long as you have some form of Microsoft account (Office 365, Hotmail, Outlook etc) <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>
- If your child will be using a phone for the meeting, you will need to download the Microsoft Teams app, well in advance of the meeting

Appendix 4 – Example of Immediate Learning for Self-Isolation

Hawks Home Learning – Immediate Plan

These suggested activities are for your first few days of self-isolation. You should be completing approximately 4 hours of learning a day. If you are isolating for longer, we will get your English and Maths books to you and your teacher will set work accordingly and will be in contact via phone/email.

<p>English The Happy Prince Unit https://teachers.thenational.academy/units/journey-narrative-writing-21c5</p>	<p>Maths Year 3 and 4 multiplication and division. https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e https://classroom.thenational.academy/lessons/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r https://classroom.thenational.academy/lessons/understanding-multiplication-can-be-completed-in-any-order-68rp6c https://classroom.thenational.academy/lessons/using-bar-models-to-represent-known-times-tables-6tj62e https://classroom.thenational.academy/lessons/understanding-that-multiplication-and-division-are-inverse-operations-61gk0r</p>	<p>Science – Rocks How is igneous rock formed? https://classroom.thenational.academy/lessons/how-is-igneous-rock-formed-70v66r How is metamorphic rock formed? https://classroom.thenational.academy/lessons/how-is-metamorphic-rock-formed-c4uk8d How is sedimentary rock formed? https://classroom.thenational.academy/lessons/how-is-sedimentary-rock-formed-6tj3ae Purple Mash Activity https://www.purplemash.com/#app/quiz/science_rocks_quiz</p>
<p>P.E Do your own work out or follow the link for a Joe Wicks work out on youtube. https://www.youtube.com/playlist?list=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k</p>	<p>Offline Non-screen time. Choose from one of the 25 non-screen activities or complete an activity of your choice. See attached sheet or https://www.familiesonline.co.uk/news/fun-and-simple-non-screen-activities-that-kids-can-do-at-home</p>	<p>Topic Stone Age to Iron Age. https://classroom.thenational.academy/lessons/how-do-we-know-about-prehistoric-britain-61jp4c https://classroom.thenational.academy/lessons/which-animals-lived-in-prehistoric-britain-cgw6cd https://classroom.thenational.academy/lessons/what-were-the-different-periods-in-the-stone-age-crtkad https://classroom.thenational.academy/lessons/what-can-artefacts-from-the-stone-age-tell-us-about-how-people-lived-during-the-different-periods-6wtk8c Purple Mash Activity Make an information leaflet about early Neolithic farmers. https://www.purplemash.com/#app/leaflets/hunter_gatherers_leaflet</p>