

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents and 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.

\*\* For further information, please see the Remote Learning Policy (in the policies section of the website).

### **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?**

Information will be provided on the Home Learning Pages of the school website ([www.pentlandinf.co.uk](http://www.pentlandinf.co.uk)) about suitable learning activities for your child – please look at your child's class page and the general links to suitable learning pages.

2 activities per day will also immediately be set on the Purple Mash online learning platform.

By day 2 of closure, we aim to put a weekly/daily planner of learning activities that will cover the breadth of the curriculum and provide links to recorded lessons, website activities, YouTube clips etc.

### **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?**

Remote teaching will correspond as far as possible to the learning that would have been taking place in school. Through a mixture of the paper based and online sessions, there will be coverage of the whole breadth of the curriculum. We may make changes to the key texts that we use, so that children get a quality online resource or because the book in original planning would relate better with face to face teaching in school, but the topics of work around it will remain the same.

Direction to links to Phonics teaching clips will relate to the current phase your child would be working on in school, although some of the teaching methods may be slightly different to the ones we would do with whole groups in school.

The school follows the White Rose Maths curriculum and links are given to lessons online that directly correspond to the content that they would be learning in school.

Teachers normally set a weekly spelling focus on Spelling Shed, so this will remain the same, as will the level of the reading book that is set on the Rising Stars online platform.

Some art or craft based activities may be refined for home learning to take account of the resources that families may have readily available to them.

## **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 will take pupils broadly the following number of hours each day:

<b>Pre-School</b>	Pre-school are sent a learning pack, but to be used flexibly by parents in and amongst play and experiential activities.
<b>Nursery</b>	<p>We aim that the activities provided in the paper based packs, on the timetable and online learning platforms should equate to at approximately 1.5 – 2 hours of learning per day.</p> <p>Parents are encouraged to follow their own child's lead in play and take part in this with them to extend their vocabulary, imaginations and knowledge of the world. We would also encourage reading and sharing books together on a daily basis.</p>
<b>Reception</b>	We aim that the activities provided on the timetable and online learning platforms should equate to at approximately 2.5 – 3 hours of learning per day. Parents are also encouraged to take up the additional play based/experiential learning activities that are suggested on the weekly planner

### **Key Stage One**

We aim that the activities provided on the timetable and online learning platforms should equate to at approximately 4 hours of learning per day. Parents should remember to build in breaks and time for play or experiential based learning through activities such as baking, gardening, craft etc.

## **Accessing remote education**

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

All links to online education are on the school website home learning section (Useful links for learning) and are included on the weekly planner sheet.

The main links are:

Purple Mash: <https://www.purplemash.com/pentland-wf12>

Spelling Shed: <https://play.edshed.co/login> o

Rising Stars, Reading Planet: <https://my.risingstars-uk.com/>

Phonics Play: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

### **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:

#### **Paper Based Learning Packs**

Every child will be sent a paper based learning pack on a weekly basis. If staffing allows, then they will be hand posted. However, when staffing capacity is low, then they will be put in the post to families.

We recognise that our children are young and therefore working on the computer/tablet although helpful for some lessons, is not the ideal for all. Following the previous lockdown, we also found,

through assessments, that children's fine motor skills (e.g. being able to hold a pencil/paintbrush), writing, spelling and imaginative skills had all dipped. Therefore, we feel it is important every child gets the opportunity to do these paper based tasks.

### **Returning Paper Learning Packs for Feedback**

Completed paper based tasks can be returned to the school from Monday – Friday between 9.15am and 11.15am, in the box provided at the bottom of the drive (under the old clinic canopy). Parents are asked to ensure that their child's name is on the work. These packs will be quarantined for 72 hours and then teachers will mark them and provide feedback either via email and/or through the fortnightly phone calls to families.

### **Experiential Learning and Play**

Parents are encouraged to recognise the benefits of other activities, such as baking, planting, painting and drawing and role play on children's development, knowledge of the world and speaking and listening. Alongside the work provided by school, we would encourage families to take part in these activities. Teachers will always be pleased to hear about children's activities and interests alongside the work set from school. The paper based packs from nursery and pre-school will be promoting such activities.

### **Loan of ICT Devices**

As an infant and nursery school, we do not qualify for the government's scheme to provide laptops to children. We have a limited bank of school owned Chrome Books in school, which are normally used in class. We have used some Catch Up Premium funding to add to these.

This means that we can lend up to a maximum of 15 devices at any one time. Parents are asked to apply via the school by telephoning (01924 451631) or by emailing: [office@pentlandinf.co.uk](mailto:office@pentlandinf.co.uk). They can also discuss their needs with class teachers during the fortnightly phone calls and they will log this with the office.

Allocations will be prioritised using the following criteria:

- Children who are eligible for Pupil Premium, who have no device at home or only use of a smartphone
- Children with SEND who have no device at home or only use of a smartphone
- Children who have no access to a device at all at home or only use of a smartphone
- Children who are eligible for Pupil Premium, who are sharing a device with family members
- Children who are sharing a device with family members

For those families who do not have any internet connection, we will look to provide a dongle with pre-loaded data. These again will be purchased directly from the school budget, as the school does not benefit from any of the government funding.

The dongle must only be used for home learning activities.

Parents are again invited to discuss their needs by contacting the school office (tel. 01924 451631 or email: [office@pentlandinf.co.uk](mailto:office@pentlandinf.co.uk)) or by talking to their class teacher during fortnightly phone calls.

## How will my child be taught remotely?

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

### Printed Paper Packs

- A paper based pack of learning will be prepared by class teachers and sent home weekly. These will include at least two activities per day and correspond to the key skills for their age and stage of development. Where possible these will also correspond to the theme and concepts that would be being studied in school. They will include a range of subjects, including some topic based learning and art/craft based activities.

### Menu of Daily Learning Activities including links to online materials

- A menu of learning activities will be put onto the school website in the 'Home Learning' section class page each week (and included in the paper pack). Website: [www.pentlandinf.co.uk](http://www.pentlandinf.co.uk)

For Key Stage One, this menu will include:

Daily maths lesson links to <https://whiterosemaths.com/homelearning>; this should be supplemented by links to other maths websites for breadth and practice

Daily phonics lesson links through the DfE Phonics online lessons – children to be guided to the correct phase lesson

Links to Spelling Shed activities

Writing activities will be embedded within the daily/weekly timetable.

A link to PE activities, such as I-Moves, yoga, daily walk and chatter activity.

Topic activity will cover Science, History, Geography, RE and PSHE over the weeks.

**For EYFS**, the daily menu of activities similarly covers the whole breadth of the curriculum, but also has a section for play based/experiential learning opportunities.

#### **Remote Learning Platforms and links to Recorded Teaching Sessions**

- At least one reading book will be set on the Rising Star website per week and activities set either on the menu of activities or Purple Mash for a daily reading activity linked to the book
- Two activities per day will be set on Purple Mash – linked to learning that would currently fit the theme in class. These will be mainly literacy and maths based activities.
- Spelling Shed will have differentiated spelling activities and games linked to your child's current level of learning.
- Links may be provided to You-Tube story reading sessions or relevant video clips to support topic learning, as well as online learning platforms such as Phonics Play.
- Some weekly plans may include recorded teaching sessions by Oak National Academy
- A move is being made towards class teachers recording some sections of lessons and/or story reading times, which will then be embedded into the Purple Mash online learning platform.

## **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 children to engage in some remote learning every day and for parents to support with this. We recognise, however, that some parents are working themselves during the day and that in many families there are several children, which can make it difficult to having them all work online at the same time.

Therefore, even on the home learning timetables (available on the website class home learning pages and in the paper packs), we have steered away from putting lessons at specific times. This gives families the freedom and discretion to decide when their child does their learning.

Paper based learning could be done through the day and online learning in the late afternoon/evening, if that works better for families.

We would at least like children to read every day and complete a phonics and maths activity every day.

Please also remember that children need time to play and that activities such as role play, gardening, playing board games etc are all valuable learning experiences in themselves. Children should not be spending above 30mins – 1 hour on any learning task (shorter periods of time for younger children).

We would encourage parents to take advantage of being able to return their paper based learning packs to school every week and to upload or send pictures of the work on the email addresses provided, so that feedback can be given.

Fortnightly phone calls are an opportunity to discuss any difficulties or raise any questions about teaching strategies etc. However, teachers will be willing to help with any enquiry during the school day; parents should contact the school office or email to the year group email address below and teacher's will contact parents if they are not immediately available.

Support email addresses:

[eyfs@pentlandinf.co.uk](mailto:eyfs@pentlandinf.co.uk) – Pre-School, Nursery and Reception classes

[year1@pentlandinf.co.uk](mailto:year1@pentlandinf.co.uk) – Year One classes (including Mrs Barker's mixed reception/year one class)

[year2@pentlandinf.co.uk](mailto:year2@pentlandinf.co.uk) – Year Two classes

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

School staff will be monitoring each child's engagement with Purple Mash, Spelling Shed and Rising Stars, Reading Planets online learning tasks. They will provide feedback via Purple Mash for activities that are completed on there.

Teachers can track children's engagement with tasks over time and see when a particular activity has been completed.

If a concern arises about children's engagement, their class teacher (or an allotted member of staff attached to their year group) will phone the family to discuss whether any further support is needed.

Paper learning packs are now encouraged to be returned to school, so that teachers can track engagement with those tasks too.

## 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. Our approach to feeding back on pupil work is as follows:

- Spelling Shed games and activities and quizzes at the end of Rising Star online reading books will be marked automatically via the digital platforms. These give children and parents immediate feedback, whilst teachers will be monitoring these scores to assess the appropriate differentiation of activities.
- Activities completed on the Purple Mash online platform, will be viewed and commented on by teachers. These may be short written or oral comments, giving feedback on something your child completed particularly successfully, prompts of how to improve a specific aspect or a further challenge to move learning forward.
- Paper based learning tasks can be forwarded to school for feedback in two ways: photos of work (and indeed any activity the child has engaged in at home) can be uploaded and sent to the relevant email address below and/or the actual completed tasks can be returned to the box at the end of the school drive and after 72 quarantine the teachers will look through the work and give feedback either via email or the fortnightly phone calls.

[eyfs@pentlandinf.co.uk](mailto:eyfs@pentlandinf.co.uk) – Pre-School, Nursery and Reception classes

[year1@pentlandinf.co.uk](mailto:year1@pentlandinf.co.uk) – Year One classes (including Mrs Barker's mixed reception/year one class)

[year2@pentlandinf.co.uk](mailto:year2@pentlandinf.co.uk) – Year Two classes

## 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:

- Prioritise any child with an EHCP for a full time place and those undergoing SEND assessments for some provision in any school opening
- The class teacher and/or SENCo will contact families on a regular basis to discuss on-going learning needs
- Prepare bespoke paper/activity based learning packs at the correct level of development and recognising your child's individual learning needs and style, making more practically based where relevant
- Help to source practical learning resources
- Signpost families to online/web based learning sites that are suitable for the child's phase of development
- All activities are differentiated for all children, including on Purple Mash, Spelling Shed and Rising Stars.

## **Remote education for self-isolating pupils**

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ to some extent from the approach for when whole groups of children are learning at home. This is due to the challenges of teaching pupils both at home and in school.

The children will be immediately offered a generic work pack, linked to their age and stage of development, including a range of activities. This will be followed by a weekly paper based pack, on a similar model to the one offered when a whole class isolates, making links to the learning on-going in school. Again, parents are encouraged to return these to school so teachers can assess the work completed and provide feedback.

The weekly timetable for any child self-isolating in any year group, will also be on the Home Learning page on the school website ([www.pentlandinf.co.uk](http://www.pentlandinf.co.uk)). This will give links to online activities or demonstration teaching lessons, e.g. Oak Academy lessons and DfE Phonics lessons, which relate to the current learning in school wherever possible.

They will continue to have access to Spelling Shed, Rising Star online reading books, Phonics Play and Purple Mash (however the latter two will child initiated activities, rather than teacher directed).

As always, activities and quizzes on Spelling Shed and Rising Stars are automatically marked and teachers in school can track the children's progress. Activities completed on Purple Mash can also be tracked in school and a HLTA will provide a short comment/feedback where relevant.

Families will also receive a phone call from the one of the HLTA to discuss learning and give support where necessary.