

Remote Education Provision

Trewirgie Infants' and Nursery School



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.

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 KS1, Purple Mash was used as an initial platform for the first few days with work uploaded for immediate access as the children already had logins and were familiar with the programme. Our Early Years continued to use the tapestry online platform.

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?

All children at Trewirgie Infants' and Nursery School are receiving quality remote learning that mirrors the learning delivered in school. We are using the spring term planning that has been adapted for a blended learning approach with online resources and videos along with high quality teacher made videos and resources bespoke to our lessons planned for our curriculum.

Google Classroom has been the main platform for remote learning with a weekly overview, daily timetables with teacher morning welcome videos, all lessons and resources in folders for that day. Work is differentiated to allow access to everyone and bespoke SEN planning is sent separately. Teachers have made tutorials and step by step instructions to support parents accessing the platforms, including phone calls to provide continuing care and support. Once work is submitted, teachers feedback and return their work for the children to see. This allows for prompt and relevant communication between parents and teachers as well.

All children in KS1 were issued with prepared remote learning packs within days of being told schools were closing. This pack had the basics to support learning at home; pencils, pens, math resources and literacy/spelling supports, along with a

book to evidence and collect their work at home if printing or direct in the book. Weekly paper packs are generated for families without technology and their learning is adapted with extra resources but still achieving the same objectives. These children pick up their packs weekly and return their previous work for teachers to feedback on via email or phone calls.

In the Early Years at Trewirgie Infants' and Nursery School we use the Tapestry app. Tapestry is an easy-to-use and secure online learning journal helping staff and families celebrate their children's learning and development. Tapestry builds a very special record of a child's experiences, development and learning journey through their early years and primary education. During this lockdown period we send families daily welcome videos as a way of making a connection with those children who are learning at home. We will also upload videos that support our Talk for Writing and maths teaching as well as our learning in the wider curriculum. Videos uploaded to Tapestry mirror the learning that will be taking place in the classroom, with children being set very similar tasks with appropriate outcomes. Parents will be able to use these videos as a way of introducing their child to the daily tasks that have been set. Parents will use this portal as a way of documenting their child's engagement and learning each day. Videos and photos can be uploaded with a brief comment from the parent and teachers will look at posts throughout the day and provide praise, encouragement and further challenge through the responses given. Teachers will continue to upload observations for children who are attending school at this time. Posts uploaded by teachers and parents will form the basis of each child's learning journey. The Reception team sent home a pack of materials for every child that would allow them to complete the tasks set – this included an exercise book, pencil and craft resources. Suggestions for how to use the packs was included. The Early Years staff are communicating with their parents in the same way as Key Stage 1.

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	The government suggested 3 hours of learning in KS1. We have provided parents with a weekly timetable and a daily timetable broken down into RWI, Literacy, Maths, Topic and reading. We suggest 30 minutes to be spent
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	on each topic but no prescribed time to do the tasks as we recognise every family has a different routine and we want to allow flexibility.
Reception	We have provided videos on Tapestry that mirrors the learning time during a Reception child's day. We have encouraged families to complete as many of the daily tasks as they can

Accessing remote education

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

- Google Classroom <https://edu.google.com/intl/en-GB/products/classroom/>
- Purple Mash <https://www.purplemash.com/login/>
- Tapestry <https://tapestryjournal.com/>
- Oak Academy <https://classroom.thenational.academy/subjects-by-key-stage>
- Read Write Inc – using our online subscription parents are sent links to virtual classroom videos that are at an appropriate level for each child

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:

All children in KS1 were given prepared remote learning packs within days of being told schools were closing. This pack had the basics to support learning at home, pencils, pens, math resources and literacy/spelling supports, along with a book to evidence and collect their work at home if printing or directly in the book.

Weekly paper packs are generated for families without technology and their learning is adapted with extra resources but still achieving the same objectives. These children pick up their packs weekly and return their previous work for teachers to feedback on via email or phone calls.

Reception parents who have made teachers aware that they cannot access the learning tasks on Tapestry are given paper based activities that they can complete at home. Each child has been given an exercise book, pencil and RWI sound mat with a set of suggested tasks they can complete at home.

How will my child be taught remotely?

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

- Pre-recorded lessons and tasks on Tapestry for Nursery and Reception children
- Recorded daily welcome videos to introduce the days learning
- Weekly zoom meetings to assess and respond to children's engagement of the learning that week
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Read Write Inc virtual classroom lessons)
- Printed paper packs produced by teachers on a Friday for the next week (e.g. workbooks, worksheets)
- Epic reading app for online reading and access to books. Some children are reading with home books and photographing their logs to send to teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Scholastic Learning From Home– Day by day projects to keep children reading, thinking and growing
- <https://whiterosemaths.com/homelearning/>- Daily lessons plans, worksheets and videos
- Twinkl Home Learning Hub Each day you'll find a new set of daily activities to get involved with.
- Teacher Pet Classroom – Weekly 'Home Learning Resource Packs' – available to download completely FREE
- TopMarks – A full range of educational resources for all year groups. Interactive learning opportunities
- Cbeebies Number & Alpha Blocks – Lots on online learning to support children who are struggling with Numeracy skills & reading
- <https://www.talk4writing.com/home-school-units/>- Writing ideas based around a text or story to keep your child engaged

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?

Wellbeing is a priority for our school, therefore daily wellbeing tasks are planned and additional work is supplied when required. This is something we have mirrored in the remote learning. We have communicated to our parents that our priority is to support and care for them and our children which they have positively responded to. Our parents have already given the school positive feedback with the quality and clarity of the learning required and our support and dedication to helping them with remote learning.

The staff keep a contact log of communication with the parents and learning submitted, which shows positive engagement and completion of work submitted.

Teachers are able to speak to more reluctant learners to motivate them and support their parents, this is high quality parental engagement and appreciated by parents.

We understand that completing all the learning every day is not always possible but for families to do their best and that all their efforts are recognised and appreciated.

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

Teachers have made tutorials and step by step instructions to support parents accessing the platforms, including phone calls (out of work hours) to provide continuing care and support. Once work is submitted, teachers get notified. They feedback and return the work for the children to see within the day. This allows for prompt and relevant communication between parents and teachers also. If a child is not engaging in their learning either by refusing at home or not submitting the work to evidence, teachers will phone home to discuss with the child (if appropriate) and parent that week. Working with our families is a priority and being flexible in the child's learning in order to support their engagement is vital.

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 KS1, once work is submitted, teachers get notified. They feedback and return the

work for the children to see within the day. This allows for prompt and relevant communication between parents and teachers as well. In Reception teachers respond daily to posts uploaded onto Tapestry by parents. These involve positive comments as well as questions to move the learning further on if appropriate.

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 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:

As a school, our remote learning is adapted to meet the needs of all our children, we differentiate the tasks so every child can access. Our SEN children have individualised learning bespoke to them focusing on the needs of their individual provision maps. Parents will be called regularly to discuss their child's learning and adapt the provision if needed.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remain in school, the remote education provided will 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?

Any child who is self-isolating can access the online learning set by their teacher on Google classroom or Tapestry. They will also have paper packs made available for collection if needed.