

# Neroche Primary School



## 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.

*This information for parents is in line with the Government Guidance for all schools in England Restricting attendance during the national lockdown: schools. Published 7<sup>th</sup> January 2021*

## 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 being sent home?

On the first day of Remote Learning, children in Years Reception to Year 6 should log into Tapestry to access any work set. Parental email will also be used alongside.

Class teachers will allocate some tasks for completion along with the request to access Mathletics and TT Rockstars (interactive online maths resources) and continue with their usual reading book materials.

Communication will be received from Neroche reminding parents and families of the subsequent approach towards remote learning as described in the school's Curriculum Policy which is reviewed by the Local Governance Committee and shared with parents every Autumn Term.

## Following the first few days of remote education, will my child be taught broadly the same curriculum as if they were in school?

It is important to remember that we cannot recreate a whole school day 9-3.30 at home. Your child will however, receive teaching via the use of videoed materials, PowerPoints, voice over clips and other teaching resources that are in line with the core curriculum they would receive in school. This will include Reading, Writing, Maths and other curriculum areas such as P.E and subjects that were due to be taught that half term linked to the Year group topic. Class teachers will also include aspects such as Phonics for Reception, Year 1 and Year 2, Handwriting and Grammar and Punctuation. All teaching, resources and activities will be linked to the National Curriculum and will be planned and well sequenced so that knowledge and skills are built on. The expectation is that the remote education your child receives results in progress across the curriculum.

Children in Reception class will receive a higher number of practical learning tasks in line with the EYFS curriculum. Children in our Pre School will be signposted to a range of ideas.

The teaching and activities planned and resourced by the class teachers will build on prior and existing knowledge and will present new and embedded learning of subjects. There will be some opportunities to practise existing knowledge with independence.

## Remote teaching and study time 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	Pre School Class	Children in our Pre School will have a selection of activity suggestions available on Tapestry to support parents with ideas and activities they can use at home to keep their child engaged. These activities will be set on a weekly basis and will reflect the planning that was in place for the setting if your child were to be attending. Activity ideas will be modified wherever possible to use every day materials that parents can easily obtain and access. Parents are encouraged to read daily aloud to their child and use reading aloud videos posted by the school to support this.
	Reception Class	Children in our Reception class will have daily activities uploaded to Tapestry for them to complete. Due to the nature of the EYFS curriculum the emphasis is on practical learning rather than completed outcomes. Due to this there will be a mix of open and closed tasks for the children to complete and experience alongside the direct teaching of phonics and number work using videoed resources and demonstrations of handwriting and number formation. Parents are also asked to read aloud or engage their child in reading videos with their child each day.  The average directed time your child will be asked to engage with learning for this age will be a minimum of 2 hours a day throughout the day in small chunks of time. However, it is worth noting that all aspects of your child's day at home encompass aspects of the EYFS curriculum e.g. getting dressed, making breakfast, following instructions, playing imaginatively.
Key Stage 1	Year 1	Year 1 children at Neroche will receive 3 hours a day of remote education. * Approximately, 50% workbook/exercise book based / 50% online
	Year 2	Year 2 children at Neroche will receive a minimum of 3 hours a day of remote education. * Approximately, 40% workbook/exercise book based / 60% online
Key Stage 2	Years 3 & 4	Year 3 and 4 children at Neroche will receive 4 hours of remote education a day. * Approximately, 30% workbook/exercise book based / 70% online
	Years 5 & 6	Year 5 and 6 children at Neroche will receive a minimum of 4 hours remote education a day. * Approximately, 20% workbook/exercise book based / 80% online

*\* This will take the form of remote teaching via video resources from Oak Academy and other sources, PowerPoint teaching screens, fact retrieval, reading materials, investigating, online resources and independent work.*

*The majority of the independent work that the children will be asked to complete will be set online but will include some use of workbook materials that will be provided by the school along with the use of some exercise book activity.*

*Workbooks and exercise books where appropriate, will be ordered and provided by the school. Parents will be asked to collect these from school once they are available for distribution. Alternative ways of recording will be utilised in the short term (while we wait for resources) by class teachers to ensure that printing is not required by families, unless families choose to.*

*Work will be scheduled to go live between 7am – 9am daily. Please note that class teachers will be available on email during the school day but not before 8.45am. Please remember that class teachers also have teaching commitments on the school site every day so thank you for your patience when waiting for a response.*

## Accessing remote learning

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

The main point of access for the remote learning set by the class teachers will be Tapestry and email. Your child will need access to the internet to access Tapestry and emailed materials via a device such as: a laptop, a PC, an android tablet, an iPad, a SMART TV or a games console with internet access such as Xbox or Playstation.

Online learning tools that the children are already familiar will be used to support their learning as in school. There will be a range of activities for your child to complete and teaching videos from Oak Academy, PowerPoint screens, Neroche teacher voice over and other materials to engage with.

### If my child doesn't 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. Therefore, we take the following approaches to support those pupils to access remote education:

- Children may be invited into school and offered a place on site to support their learning if limited online access is available at home
- School laptops may be loaned to families to aid their access
- Laptops may be refurbished and redistributed to children to increase their access
- Disadvantaged children in Years 3-6 can ask the school to make a request on their behalf for a funded laptop to aid their online access
- Disadvantaged children in Years 3-6 can ask the school to make a request for funded additional Wi-Fi to boost and enhance their Wi-Fi connection at home

In addition:

- All activities and tasks set by class teachers have alternative methods to complete and do not need to be printed. Some work is saved as an editable document for our child to edit to avoid printing
- Exercise books will be given to children to use at home and additional books are available to collect from outside the school if parents and children would prefer to use these to complete work rather than online
- Workbooks will be ordered after we have entered a period of lockdown to support the remote learning for all children and not just children without online or digital access at home. This is to ensure the children have a range of methods to support their learning at an age appropriate level and which is not all dependent on technology
- Parents are encouraged to inform the school if they are having difficulties access online remote education so school staff can support as soon as possible

### How will my child be taught remotely?

Children in Years Reception to 6 will use the online Tapestry resource and parent email. Work will be set each day for the children to complete.

The children can use Mathletics, Times Table Rock Stars/Numbots, ReadiWriter and Epic! to practice maths, reading and spelling skills.

The children are signposted to Oak Academy and Bitesize for online learning videos/ Log-in details were provided every September as these platforms are regularly used for weekly Home Learning.

Reception Class have access to Tapestry to deliver Remote Home Learning. Work set for Reception children will differ to that of years 1-6 due to the nature of the EYFS curriculum.

## How much work will my child be set?

### Reception (using Tapestry & Parent Email)

- 2 video messages from the class teacher a week
- 1 live class social meeting a week (starting 22.1.21)
- Recorded story time x3 a week
- Directed daily activities across the EYFS curriculum
- Teacher recorded videos for modelling skills such as handwriting and reading
- Signposting to online platforms

### Year 1 (using Tapestry & Parent Email)

- 2 video messages from the class teacher a week
- 1 live class social meeting a week (starting 22.1.21)
- Recorded story time x3 a week
- Daily activities – 1x maths activity, 1x phonics activity, 1x reading/writing activity, 2 other activities from the following: spellings, handwriting, grammar, science, PE, history, geography, art, DT → these will take the form of the approaches listed below:
  - Teacher recorded videos and audios for modelling skills such as handwriting and reading
  - Recorded teaching from online platforms (Oak Academy and BBC Bitesize)
  - Printed workbooks
  - Reading books pupils have at home
  - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

### Years 2-6 (using Tapestry & Parent Email)

- 2 video messages from the class teacher a week
- 1 live class social meeting a week (starting 22.1.21)
- Recorded story time x3 a week
- Daily activities – 1x maths activity, 1x reading activity, 1x writing activity, 2 other activities from the following: spellings, handwriting, grammar, science, PE, history, geography, art, DT → these will take the form of the approaches listed below:
  - Teacher recorded videos and audios for modelling skills such as handwriting and reading
  - Recorded teaching from online platforms (Oak Academy and BBC Bitesize)
  - Printed workbooks
  - Reading books pupils have at home
  - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

## Engagement and Feedback

### What are your expectations for my child's engagement and the support that we as parents should provide at home?

#### **Pupil Expectations**

As a school we expect all pupils to engage with the learning being set by their class teacher.

To continue to follow the 2 school expectations, 'Be the best that you can be' and 'Show that you care'.

#### **Parental Expectations**

As a school we are keen to work in partnership with parents to support their child.

We expect parents to support the school's approach to Remote Learning and support their child to actively engage with the remote education provided by the school.

We ask parents to monitor and check the work their child is turning in to their class teacher and to actively promote the schools' expectation of 'Be the best that they can be', expecting high standards of care and presentation.

We ask that parents engage with weekly school phone call communication with the class teachers so any concerns can be addressed and solutions found quickly and efficiently.

We ask that parents contact the school as quickly as possible if they feel their child is struggling so we can put in additional support and mechanisms to maximise the learning for the child and maintain a positive Remote Learning experience for all.

We ask parents to keep their child safe when they are working online by making reference to specific online safety guidance Appendix C and reinforce online safety with their child at the start of and throughout every day.

We expect parents and families to timetable time on technology resources they have available as a family ensuring all siblings have an opportunity to engage in Remote Learning every day regardless of age and phase of education (Primary / Secondary).

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

**STEP 1:** Class Teachers will monitor your child's engagement with their learning on a daily basis. If your child is ill it is important to let your child's teacher know via the class mailbox as they will mark them as ill that day and therefore not expect any learning from them. If your child has not engaged in any of the learning then your child's class teacher will make email contact with you to check you have the resources you need and have the correct access to enable you to log into the system.

**STEP 2:** Despite an email, if your child still isn't engaged for a second consecutive day then the class teacher will phone you to talk this through, discuss the barrier to engagement and actively seek solutions with you encourage your child to engage.

**STEP 3:** On the third consecutive day of limited engagement in learning you will receive a call from the Headteacher to ascertain the barriers to learning engagement and see what can be put in place to support the child. This may include the involvement of the school's SENCO; the involvement of external agencies; include the offer of technology support or in some instances, the offer of a Vulnerable Child place on site.

### **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:

Pupils will receive comments as individual feedback on an average of 3 out of 5 of the activities they complete a day using the private comment aspect on Tapestry.

On average, for 2 out of the 5 pieces of work the children submit, the class teacher will give whole class feedback by commenting on the class assignment or acknowledging the participation by liking the post on Tapestry.

Weekly phone calls from the class teacher will also provide progress and feedback dialogue.

## **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:

- Twice weekly phone call communication from the school SENCO to address any concerns and put in place and suggest individual strategies
- Ongoing access to the SENCO via the designated SEN mailbox
- The school SENCO may provide additional practical resources for you to collect and borrow from school to support your child remotely such as Numicon or visual timetable cards
- The school SENCO will suggest every day household items that could be used to support your child e.g. with counting or letter formation
- You may be offered school technology to support your child at home
- Your child may be invited into school to engage with professionals as appropriate if relevant

## **Pupil Wellbeing and Support**

### **How will the school support pastoral and extra curricular activities for children learning at home?**

As a school we recognise that remote education will limit the social interactions your child may have with their peers. There will be 2 weekly video messages from the class teachers to engage the children and motivate them to participate with their learning.

Class teachers may plan in additional whole class celebration times at their discretion and choosing. This may be additional use of class social times or other means of celebration such as sharing work. These opportunities will be decided and planned for by class teachers and included where they feel the children would benefit, not necessarily on a set weekly or whole school consistent basis.

2 Star Award certificates and 2 Headteacher Awards will be posted home each week for each class in envelopes to celebrate both achievements of children working at school and remotely.

Parents are encouraged to share any individual specific achievements from outside of school that their child may have gained recognition for so their achievements can be celebrated.

The school Facebook page will be used as a celebration platform for children's achievements where parental permission has been given.

Where parents raise a particular concern regarding their child, we as a school may provide more focused pastoral support drawing on external support where necessary and possible.

## **Safeguarding when learning remotely**

### **How can I be sure the remote education is being delivered safely?**

Keeping children safe online is essential and something we take seriously.

As a school we follow Keeping Children Safe in Education (KCSIE) which provides schools with information on what they should be doing to protect their pupils online.

All staff at Neroche take part in annual Safeguarding training including Online Safety.

All staff have completed online assessments to reinforce their awareness of online dangers for children. This knowledge will be applied by school staff when working remotely via the school's learning platform.

If your child chooses to engage in the class virtual social times each week please ensure that they are appropriately dressed at all times and other family members are not visible on or in the background of the screen or participate in the class meet up. We ask that your child joins these social time catch ups from a communal family space in the house and not from their bedroom. Please also consider items especially photographs that can be seen in the background behind your child and think carefully about where your child is in the house before joining a live session of this nature. Please note, these live sessions are for the children to interact with each other and are not opportunities for parents to ask class teachers questions. Misuse of these sessions will lead to the future withdrawal of these opportunities for your child to ensure we are meeting safeguarding requirements.

Recordings of any live social sessions or the use of screen shots and photographs captured during live sessions are strictly prohibited. The sharing of or reproduction of any images from live class social times or staff videos from the Google Classroom areas is strictly prohibited and could lead to serious consequences if misused. As a school we do not give consent to any staff video messages to be shared with others or posted on Social Media platforms so please respect our privacy regarding this and help your child to understand these expectations.

Parents are asked to monitor on a daily basis their child's Tapestry account and report any suspicious activity to the school immediately for investigation.

Appendix A provides a useful information leaflet for parents produced by the LGfL about keeping children safe online.

### **What should I do if my child is unwell?**

If your child is ill please email the class teacher on the morning so they know to excuse your child from learning remotely that day. If your child is ill they will not be expected to engage in learning for the duration of their illness just like they would not be expected to attend school if unwell.

Due to the Stepped approach for children who are not engaged with learning it is important that you communicate any illness to the class teacher for their records and monitoring systems.

### **What should I do if my child experiences bullying via the online platform?**

Bullying of any kind is not tolerated by the school. Cyber bullying is viewed as a form of bullying and will be investigated by the school. Parents will be contacted.

### **Is this school offering live lessons or teaching videos of school staff?**

As a school and in line with the Government Guidance we are not including the use of live lessons or school staff recorded video lessons. We will be using video teaching materials from Oak Academy that have been published by the DfE and other high quality sources to support learning. Schools have the freedom to decide on their own approach within the guidance and an approach that all staff feel comfortable with.

## 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?**

If your child is having to self-isolate away from their class bubble then they will receive their remote learning on an individual basis. The work set will reflect the learning and activity taking place in the classroom that day and will therefore, follow the learning sequence alongside the rest of the class.

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In line with the Government Guidance

Restricting attendance during the national lockdown: Schools

Guidance for all schools in England

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Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.

**Don't worry about screen time; aim for screen quality**

Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.



**Check the safety settings are turned on**



Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.

**Get your children to show you their apps and games**



You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?

**Don't try to hide the news about coronavirus**



If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.

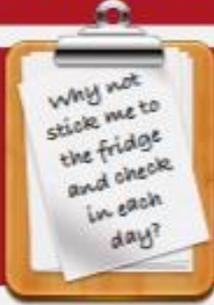
**Remind them of key online safety principles**



There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**

**If you aren't sure, ASK!**

Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at **reporting.lgfl.net**, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources