

The Federation of Fryern Infant and Junior Schools

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 at The Federation of Fryern Infant and Junior Schools if 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?

On day one and two of a child being sent home to self-isolate children (years 1-6) should: work on activities from their home learning grid, read, practise x tables through Rock Stars or use Numbots, and be physically active within the constraints of self-isolating (eg Joe Wicks work out). Year R children should: work on activities from their home learning grid, continue to practice reading, find sounds they already know in their books or use Numbots and be as physically active as is safely possible.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects at times for instance when specific resources may be required to support the teaching of a subject e.g. magnets in science, specific art resources, team sports in PE.

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:

<p>Early Years</p> <p>Up to 3 hours per day</p>	<ul style="list-style-type: none">▪ Work set via Tapestry including:▪ Maths▪ Phonics and letter formation▪ Reading▪ Writing and tricky word spelling▪ Physical development – fine and gross motor activities▪ Knowledge and understanding of the world▪ Creative
<p>Key stage 1</p> <p>3 hours per day average across the cohort with less for younger children.</p>	<p>To include:</p> <ul style="list-style-type: none">▪ 1 session maths▪ 1 session English including daily phonics/spelling▪ 1 session Foundation subject <p>Independent:</p> <ul style="list-style-type: none">▪ reading,▪ x tables practice e.g. Rock Stars or Numbots▪ spellings▪ activity from home learning grid▪ physically active session within the constraints of permitted activity when self-isolating or in lockdown. (e.g. Joe Wicks work out)
<p>Key stage 2</p> <p>4 hours per day average</p>	<p>To include:</p> <ul style="list-style-type: none">▪ 1 hour session maths▪ 1 hour session English▪ 1 hour session Foundation subject <p>Independent</p> <ul style="list-style-type: none">▪ Reading▪ x tables practice e.g. Rock Stars or Numbots▪ spellings▪ activity from home learning grid▪ physically active session within the constraints of permitted activity when self-isolating or in lockdown. (e.g. Joe Wicks work out).

Accessing remote education

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

EYFS remote learning will be provided via Tapestry

Years 1-6 remote learning will be provided via Google Classroom

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:

- Parent questionnaires were sent out to all parents regarding computer and internet access at home. A trial activity was set up to check that pupils were able to access Google Classroom at home. Following this a limited number of laptops have been loaned to children. Teachers have checked that pupils are able to submit work online and have followed up thorough phone calls and emails to parents. If you need support with digital access please contact the school and we will do our best to support you.
- Printed materials may be collected by parents (or delivered by school staff in exceptional circumstances) for those children who cannot access online

How will my child be taught remotely?

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

- There will be a combination of online and independent off line tasks set via Google Classroom daily
- recorded teaching (e.g. video/audio recordings made by teachers, White Rose maths recordings and Oak National Academy lessons,)
- powerpoint explanations and linked activities
- live meet and greet weekly
- reading books
- Times Table Rockstars/ Numbots website,
- Home learning grids from which children select additional tasks linked to their current topic.
- Independent task: all children should be active each day whilst adhering to the requirements of lockdown or self-isolation. This could include an indoor workout e.g. Joe Wicks workout online, cycle ride /walk/run as a family, or an activity within own garden.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) for children with specific needs.

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 pupils to attempt all tasks set each day and to submit work by the deadlines set. Children should spend no longer than the time allocated on the task eg KS2 maths 1 hour. Children can message the teacher/ teacher responsible for home learning if they are having difficulties with the work set. If there are any technical issues or problems regarding logins, parents should message homelearning@fryern.net
- Parents should encourage children to keep to regular daily routines, support their child to access google classroom and keep to deadlines. Younger children may need tasks read to them.

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

- A teacher will check pupils' engagement with remote education on Google Classroom each day
- If no work has been submitted, and no reason given, teachers will contact the child's parents on the third day via phone or Parentmail.
- Welfare catch up checks will be made via phone where Google classroom is not being used.

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

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

- Feedback may be individual, group and sometimes whole class.
- Some pieces of work will have written comments, some may be via quizzes.

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:

- Provide, where needed, resources to scaffold learning. Set additional activities to reinforce or embed prior learning.
- If possible/appropriate offer these children a place within school
- Provide resources/ tasks which is appropriate to the child's specific needs particularly for children with EHCP

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?

On day one and two of a child having to self-isolate, children (years 1-6) should:

- work on activities from their home learning grid,
- read
- practise x tables through Rock Stars or use Numbots
- be physically active within the constraints of self-isolating (e.g. Joe Wicks work out).

On day 3 work will be set on google classroom: 3 or 4 hours per day depending upon key stage. To include:

- 1 session maths
- 1 session English
- 1 session Foundation subject
- Independent: reading, x tables practice e.g. Rock Stars or Numbots, spellings, activity from home learning grid and a physically active session within the constraints of permitted activity when self-isolating (e.g. Joe Wicks work out).

Year R children should: work on activities from their home learning grid, continue to practice reading, find sounds they already know in their books or use Numbots and be as physically active as is safely possible.

On day 3 work will be set on Tapestry.