



# Tudor Grange Samworth Academy

## Remote Education: Primary Pupils

### **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 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**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

On the first day of being educated remotely, children will be signposted to their relevant year group's core learning links summary. These links are published on our website half termly and are carefully planned to support core learning key skills. Where relevant, children will be sent home with linked learning materials and any equipment needed to support home learning.

#### **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. Our remote curriculum is carefully sequenced and learning goals are explicit. Our priority focus is ensuring the most important knowledge and concepts of the subject are taught and understood well.

We make some adaptations in some subjects. In subjects where specialist equipment, resources or larger spaces are required, the content of the curriculum is adapted and forward planning ensures that missed will be covered at a later date.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

Our remote learning delivery includes remote live teaching and directed independent work.

We expect that remote education will take the pupils broadly this number of hours each day:

- Nursery: 2 hours
- Reception, Year 1 & Year 2: 3 hours
- Years 3-6: 4 hours

This includes time spent with the teacher online, time spent doing practical activities including daily PE and time spent doing learning activities suggested by the teachers.

## **Accessing remote education**

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

We deliver live learning sessions through Microsoft TEAMS. Children share their learning through TEAMS Files and Class Dojo.

### **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 pupils without a suitable device, are loaned a laptop by the academy to use for their remote education at home. Laptops are prepared individually for each pupil, with Microsoft teams installed as an application on the desktop for ease of access. Once ready, laptops can be collected from school reception or home-delivered if required.
- Parents can also request a dongle to enable internet connection at home. These can be collected from reception or home-delivered if required.
- The printed materials required for learning are posted to families.

### **How will my child be taught remotely?**

We use a combination of approaches to teach children remotely.

- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy and PowerPoint recordings made by teachers)
- Directed tasks
- Printed resource packs
- Pupils have at home and access to online reading resources (Oxford Owl, Accelerated Reader and Epic)
- Commercially available websites supporting the teaching of specific subjects (e.g Times Table Rockstars, Purple Mash, Education City and Phonics Play)

Our expectations of remote learning are high and we communicate this clearly to our children by ensuring they know where a lesson sits within a sequence of learning. Previous learning is referred to regularly and children are directed to regular retrieval tasks which supports them to apply their learning independently.

Curriculum content is presented in manageable sessions of direct teaching to support concentration and limit over long periods of screen time.

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

- We expect all children learning at home to engage with remote learning every day. Parents and carers should contact school if they have difficulty accessing remote learning for any reason so that school can support.
- We expect parents to ensure that children have an established learning routine at home and all the equipment needed to learn remotely. Where equipment is not available, parents and carers should contact school so that resources can be provided.

- Parents must ensure that their child logs in to all live learning on time, appropriately dressed and in an organised work space. Parents must confirm that they are custodians of their child's email address and know how to keep their child safe online.
- Parents can support children with remote learning by ensuring they are following the routines of a normal school day. This includes eating breakfast and preparing their workstation prior to their first lesson, ensuring their computer is set up with all of their study materials ready to learn. Parents can support at home by encouraging children during the break and lunchtime slots to eat healthily and take fresh air away from their screens.

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

Teachers will be taking a register each morning and afternoon of children who have joined live lessons or submitted work online. Where no evidence of engagement is evident, for example participation in a live teaching session or submission of set work, a school professional will contact parents and carers to support and encourage.

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

We will feedback to children about their work in a variety of ways:

- Written feedback via the work sharing platform e.g TEAMS or Class Dojo
- Verbal feedback via TEAMS or phone call home
- Whole class quizzes accessed through FORMS

Feedback will be provided at least twice per week but we aim for this to be more frequent.

### **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. This will look different for each child depending on their specific needs but could include one or more of the following:

- Individual/small group live lessons at a level appropriate to the child
- Support within the whole class live lesson in the form of individual messages from the teacher or Learning Support Assistant to guide the child during the lesson
- Differentiated work materials
- Regular telephone calls to support parents.

Our SENCO will be available to deal with any questions or concerns about your child's learning or SEND. Where possible, we are continuing to access local authority services and contribute to wider professional meetings virtually to ensure disruption to support from outside agencies is limited.

## **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 children need to self-isolate, but the majority of their peer group remains in school, their remote education will differ from the approach described above.

Where possible they will be invited to engage in live sessions with their class but there may not be as many opportunities for this due to the practical nature of learning, the teacher needing to engage with more children in class and the change of location for some lessons e.g PE.

For core subjects, children will be directed to use series of pre-recorded lessons which can be found on the school website and are updated each half term. These are planned to ensure children who are self-isolating are taught a well-sequenced curriculum with meaningful and ambitious work each day in all core subjects. Work should be shared via TEAMS or Class Dojo so that the child's class teacher can provide feedback and support.