

Trimley St Mary Primary School Remote Learning January 2021.



Remote Education Provision: Information for Parents and Carers.

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.

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?

All children will be set tasks to complete via the Year group pages upon the schools' website. Across the school, a platform called Purple Mash has been introduced to set tasks and provide child – friendly tools to carry out a variety of learning across the curriculum. Some learning will not be accessed through this platform but via links and tasks set using other educational sites. Activities completed outside of Purple Mash will be returned to class teachers using SeeSaw or in the case of EYFS, Tapestry. Throughout the Autumn Term 2020, pupils, parents and carers at home were introduced to Purple Mash, and SeeSaw as a secure means of communication between school and home via parental email address. This enabled the children to upload work for teachers to view and mark.

All children, parents and carers were equipped with relevant personal logins and pupils became familiar with these facilities in class and also for the purposes of setting homework. Now at a time of restricted access and lockdown in January 2021 remote learning is facilitated through these resources alongside other web links. All work is set daily for children and parents and carers can gain access to this, via the school's website.

The school has circulated illustrated instructional resources to all parents in order to provide clarity with regards to accessing learning at home. These documents can also be found on the school's website alongside letters to parents and carers providing further instructional advice.

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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?

Throughout the course of a school day, all children would ordinarily access an English, maths and one, possibly two other foundation subjects, sometime labelled as “Topic” due to the themed based nature of our curriculum intent. The school’s remote learning offer is comparable with this. We teach the same curriculum remotely as we do in school wherever possible and appropriate. Of those children who are able to attend school at this time, not all attend every day. Therefore, the remote learning and school-based curriculum are one of the same. However, we have needed to make some adaptations in some subjects. For example, music and P.E, where access to resources and space may be limited, the school will provide adapted tasks for these subjects such as building in daily exercise through active participation in broadcasts and use of County Music hub distant learning resources.

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>Primary school-aged pupils</p> <p>EYFS:- up to 2 hours</p> <p>Yr1 and Yr2:- from 2 to 3 hours</p> <p>Yr3 and Yr4:- from 3.5 to 4.5 hours</p> <p>Yr5 and Yr6:- from 3.5 to 4.5 hours</p>	<p>Remote Learning is made up of the following components:-</p> <ul style="list-style-type: none">• Daily differentiated work set for children in English and maths and one/two other subjects with instructional recorded clips and videos links, supplemented by: _• Ongoing work, revisiting and practising skills in reading, spelling, times-tables, and handwriting for example. Exploration of the Purple Mash platform to access games, as well as other website and links providing educational programmes and activities such as BBC, Oxford owls, Storytime, My maths etc.• Supplementary paper-based resources, for those unable to access technologies.
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Accessing remote education

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

We are using the following online tools:-

Your child will need to have access to the internet to access remote learning on-line.

- Via the school website, click on pupil tab, follow the Year Group and select the relevant year group for the child. Daily “lessons” are scheduled and a timetable for the week is posted a week in advance.
- Tapestry for EYFS and some tasks accessed via Purple Mash
- Seesaw and Purple Mash for Yr1to Yr6
- Across Yr1 to Yr6 learning each day can be accessed from the Year Group page on the school’s website. A daily schedule, for each year group is set each week for children to follow. Links are provided for children to access instructional teaching videos, followed by tasks, some of which are set via Purple Mash as a list of daily 2dos. The use of Seesaw will also enable tasks completed outside of Purple Mash to be uploaded and sent to your child’s class teacher for marking.

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:

- The school has some technology that we can loan to children and families. Our IT technicians are clearing school laptops for the purposes of loaning them to families at this time. We hope to benefit from Community Based Project clearing and redistributing technologies at this time. Please contact the school office and request to speak to Mrs Ashford about support with regards to technology and Wifi access on office@trimley.net or by ringing the school on 01394 284130.
- Any child/family experiencing difficulty accessing remote online learning will be supported by the school, providing paper-based resources and books as necessary.

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- If no other means of accessing learning at home in any form is possible, a child will be supported by the school to access education at school if it is safe to do so.

How will my child be taught remotely?

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

The range of approaches we use to teach pupils remotely.

- All pupils can gain access to remote learning, via the relevant Year Group page on the school's website. Each year group's curriculum is different due to the developmental needs of pupils. In EYFS for example learning tasks are set in Purple Mash as a list of 2dos. This platform has also access to Mini Mash and EYFS virtual classroom for children to explore. Daily phonics and reading tasks are set for children to access, alongside phonic readers and story time sessions.
- Recorded teaching in the form of, instructional videos/audio recordings and explanations using a variety of web-based resources such as White Rose Maths, BBC Bitesize, The Oaks National Academy and others will be built into the daily curriculum .
- Whilst the school is not able to do live streaming of lessons, commercially available websites supporting the teaching of specific subjects or areas, including video clips, will be built into teaching sequences and activities as planned by teachers.
- For some children, on-line tutors will be providing short live teaching support either on a one to one, or in groups of up to three children. These tutors, accessed through The National Tutoring Programme, include tutors from Third Space Learning and iAchieve Learning Academy. Parents will be informed if the school has identified their child, through catch-up criteria and notify them accordingly.
- Follow-up activities, link to instruction/video clips are provided for all children. These can be differentiated to meet the needs of children and include, comprehension questions, cloze procedure (missing word) activities, labelling, on screening worksheets, design and draw, creating graphs etc. Purple mash has a range of inbuilt tools to enable children to respond and record their learning in subject appropriate ways including graphs, posters , writing frames etc.
- Access to reading books online, reading comprehension activities, quizzes, cloze procedure activities etc.
- Differentiated learning across different subjects via Purple Mash, providing immediate marking and scores as a result of the completion of a game for example as well as written feedback, comment and reward from teachers through live marking.

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- printed paper packs produced by teachers (e.g., workbooks, worksheets)

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?

- Our expectations are that all children will engage in daily learning for the day that it is set and complete every lesson and activity within the time allocation guidance.
- Parents will need to be able to support their child with a routine on weekdays that enables them, alongside all other siblings, to access learning whilst, we acknowledge that a large number of parents too will be working from home.
- Allow parents/ carers the flexibility to make home learning work for them given the circumstances of the family if this means completing some activities at a different time to the scheduled day, or even a different day. Learning is planned sequentially, so parents/ carers will need to keep to the same order in which tasks have been set.

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

- Teachers will check for pupil's engagement in remote learning on daily basis and expect to see pupils working daily submitting work, responding to feedback and re submitting work again as appropriate.
- Class teachers monitor the work submitted and collate this information in their daily teaching records. Where children have not carried out the learning as requested, teachers will send feedback directly to the child ascertaining what support is required. If after two school days, work has not been completed, a direct email will be sent to the child's parent. A welfare call home actioned by senior leaders will then be made should there still be no response.
- Engagement and monitoring of remote learning will also take place by the Headteacher, who will investigate directly with families any additional support required to ensure full engagement with learning at this time.

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. However, daily regular feedback will be given to children on the day that they submit their learning in most cases. Comments will acknowledge work, in terms of the effort taken and advise the child of

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any developmental points, requesting for example that the child re-visits the learning objectives set. Teachers will use developmental comments that would be used in class. E.g. *“Well done xxxxxxxx a good start. I challenge you to use at least two adjectives in your description of the dragon.”*

Work undertaken by children within Purple mash is set as a schedule of 2dos. Teachers will respond to submitted work and set work as a redo enabling children to revisit their learning and improve in the way suggested. Audio comments via Seesaw are also practicable and can be recorded and sent both from child and teacher.

Whole-class feedback or quizzes marked automatically via the digital platform Purple Mash and MyMaths also enables teachers to collate scores and the time taken to complete activities.

Teachers are able to send children picture caption rewards.

Teachers will also assess pupils learning outcomes against the learning objectives such as either emerging, expected or exceeding and collate this information when forming judgements and setting future learning that both supports and challenges children.

Teacher assessments during this period of remote learning will be added to the schools ongoing tracking systems. This information will be used to provide the termly report that parents would ordinarily receive.

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, those 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:

The school will support pupils with SEND learning at home to access remote learning on an individual case by case basis.

For those children who are supported to access the curriculum at a different academic level, differentiated work is set to enable access to learning with that particular child's needs in mind. This may be for example, the specific planned revisiting of certain times tables, the overlearning of key mathematical

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operations, the revisiting of phoneme articulation and blending activities. The work set will be in line with the pupils SEND passport and reflect the previously identified targets.

For some children, where on-line tutoring has been arranged, targets set by class teachers, will be shared with online tutors and therapists, whose work in school will continue to be co-ordinated by SENDCO and facilitated at home.

Specific practical paper packs of resources and activities have been provided by the school including for example activities and approaches to deliver speech and language programmes.

The school would promote an approach encouraging parents and carers to follow a little and often schedule, avoiding prolonged periods of work and including 'brain breaks' for children with short attention spans.

Where possible the school will set learning that enables children with SEND as well as young children in EYFS and Yr1 to access learning tasks with some independence, enabling overlearning through games and practical activities that may be possible within the home. This might include playing games, treasure hunts, counting items such as cars, buttons, toys etc.

Differentiated and carefully matched reading books will also be linked to home learning through Oxford Owls and phonics schemes which supports a child's stage of development in the area of reading. Carefully matched and mapped educational resources are available through different sites such as Cbeebies, Dfe Letters and Sounds, You Tube etc.

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?

During a time when school remains open to all, but children may be self-isolating and are not able to attend school, work will be set for children who are well and able to learn. The learning set will be sequential, meaningful, differentiated and set across different subjects of the curriculum.

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We ask that parents continue to use the reporting absence line on Parentmail or call the school office. office@trimley.net to notify us of any child who is self-isolating. Request for work to be set is then sent to the class teacher, who will use the same Purple Mash and Seesaw platforms now familiar to children and families as has been used during the Autumn Term for setting home learning and providing feedback.

Some parents may request paper-based learning for collection. The nature of the learning set is very much dependent upon the individual requests of the family, age of child and length of self-isolation period. However, work set regardless of the nature of the circumstances would be in line with the curriculum comparable with that accessed by children at school. We are not able to provide live streaming at this time. Where practicable, this would be replaced with instructional links and recorded teaching sessions, utilising educational resources and weblinks.

As teachers will be teaching the majority of children in class, feedback and marking of learning undertaken at home will be undertaken when practicable and possible. This may mean feedback is not provided the same day that the work is submitted. Likewise, feedback to paper-based learning can take place when this is resubmitted or uploaded onto Seesaw for example.

The school also recognises that whilst children may be self-isolating and well, household members may not be well and not in a position to support children's remote learning. The school welcomes contact from families, to be able to offer support on a case-by-case basis to ascertain what is practicable and reasonable.