



Four Marks CE Primary School Remote Learning Strategy Information for parents Revised November 2020

This is our strategy for what will happen during periods of time where we have to move back and forth between face to face teaching and remote learning. This information is intended to provide clarity and transparency to children 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 strategy outlines what will happen in different scenarios, should individuals, bubbles or the whole school need to isolate for a period of time due to COVID-19. It also takes account of the experiences of staff, pupils and parents during the closure of bubbles in the Autumn Term 2020, and seeks to learn lessons from this, whilst maintaining breadth, balance and appropriate challenge.

Self-Isolation of Bubbles or Whole School (including a National Lockdown):

A child or member of staff in school tests positive for COVID-19, and we are advised by Public Health England to close a phase bubble or, if there are siblings affected, the whole school is closed for the self-isolation period. This will only happen on the advice of Public Health England. This will also apply if we are instructed to close as part of a local or national lockdown. It excludes any normal holiday and weekend periods.

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. Staff teams have prepared 'emergency packs' for immediate use. Typically, these will consist of a short term 'theme/ project' including Maths and English work that will enable children to practice core ideas and strategies as independently as possible.

After this initial period, your child will be taught broadly the same curriculum as they would if they were in school.

Accessing remote education

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

Teachers in Y1-6 will use **TEAMS** to set home learning for the children. We strongly suggest that you read the guide to using TEAMS that is available on our website:

<https://primarysite-prod-sorted.s3.amazonaws.com/four-marks-church-of-england-primary-school/UploadedDocument/67dc00f67209442585de36066c286c73/four-marks-school-step-by-step-guide-to-microsoft-teams.pdf>.

This will troubleshoot most common problems that are reported:

PLEASE NOTE THAT FOR YEAR R CHILDREN, **TAPESTRY/ Our Hollynuts Closed Facebook page** WILL BE USED TO SET AND SHARE WORK RATHER THAN TEAMS. Please follow the guidance given for using Tapestry separately.

To make it as easy as possible for children to 'hand in' or uploading the work they have completed:

- Each child has been provided with a home learning book which they can use to complete ANY home learning in. Their TEAMS password can be found at the front of this book for ease of reference.
- Children can choose to record any home learning work in their book and then **take a photograph of their completed work, and upload this onto TEAMS.** The children have had lessons in school of how to do this. Please see the Help Guide on our school website, which gives a step by step guide.
- If you have access to a printer then of course you can print off any worksheets and complete them and upload them as a photo or document. If the children are confident to edit worksheets or other materials provided then that is great, **but there is no requirement to do so.**
- TEAMS has much better functionality if you are able to **download it onto your device** rather than using the web-based version.
- If there is a Powerpoint to use as part of the lesson, **please download this.** It will mean that you can hear the audio that will play alongside the slides, so your child will be able to hear their teacher explaining the task/ problem. To download it, you must click on the 3 dots that appear that give you different options (see the guide). Opening the Powerpoint does not download it- you need to take this extra step.

If my child does not have digital or online access at home, how will you support them to access remote education?

We know that some pupils may not have suitable online access at home. Laptops, PCs and tablets are good. A phone is not going to work very well for your child for any extended period. Where your child does not have appropriate digital access we will offer the following:

- We have a limited number of laptops to loan. Please let us know if your child doesn't have a device to use for their home learning and we will try to arrange a device for you to loan.
- We know that broadband and internet strength and connectivity can be an issue. If you have NO fixed internet, then we may be able to loan you a Dongle or a router that enables internet access. Please let us know if this is the case.
- If you have a contract that limits the data that you have available to you, we may be able to help with supplying additional mobile data.
- We know that some children have to share devices with other family members. Priority will be given to children/ families who do not have any suitable device. After that, we will look at any of our families where 3 or more siblings may be learning remotely. After that, should we have any spare devices, families with 2 siblings would be offered an additional device.
- Please let us know if technical problems cannot be resolved (as above) and we will make arrangements for pupils to access printed materials (e.g. CGP catch up workbooks).

School may not be able to help with technical issues that are due to your own broadband and internet connections. Sometimes poor connection could be down to the number of people in your local area using the internet at the same time. In this case, the best advice we can give is just to sometimes try again later.

Expectations of work:

We would want all children to continue to experience a breadth of subjects during any period where they have to work at home so that they do not fall behind and any negative impact on working remotely on progress and learning is minimal. Teachers will set work for children that is broadly equivalent to what they would be covering in class during this period and the level of challenge that they would be presented with in class. Children that can complete all the tasks and learning set should do so.

Remote teaching and study time each day

We also know that if families are sharing a device, children may only have limited access to a device, and it may not be possible for them to complete all the work that would be covered in a school day online.

National Guidance from the DFE expects that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

	Number of hours per day
Foundation Stage (Year R)	2
Key Stage 1	3
Key Stage 2	4

- We will indicate on a weekly overview which pieces of work should be prioritised for completion- these can then be completed at any time of the day, or later in the week if necessary. If completing more than one piece of work on a different day, children will need to work through the priority tasks in order, starting with Monday, then Tuesday, Wednesday etc. Otherwise, key steps might be missed.
- All children should complete these priority lessons as a minimum: Missing these will make it much more difficult for them to pick up their learning on return to school. We will not set additional 'homework' during this time, so that children can use this time on making sure priority tasks are completed first. Extra reading or times tables practice is always welcome for those children who would like more.
- Should the 'priority 1 and 2 tasks' not be completed during their period of home learning, children will be need to catch these up on their return to school, for example during club time.
- We will indicate on the weekly overview how long we would reasonably expect children to spend on a task.

Weekly overview: EXAMPLE ONLY:

	DAY 1	Staff will implement short term 'emergency' teaching pack via TEAMS for the children to access that they will prepare in advance for this scenario. These packs will provide relevant learning for the children, with a focus on practising or applying skills and knowledge that they have already experienced. This emergency learning pack should be sufficient for 2 days of learning.					
	DAY 2						
		PRIORITY 1	PRIORITY 2			PRIORITY 3	
		1st session	2nd session	3rd session	4th Session	5th Session	6th Session
Monday		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English-lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Watch video lesson 10 minutes. Follow up task: 30- 45 minutes	PE- take part in online fitness video- 15 minutes, or go out for a family walk.	Phonics/ Spelling practice 15 minutes in your home learning book/ worksheet.	Reading- 15-20 minutes. Your own book for pleasure or your class reading book.
Tuesday		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English-lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Geography Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Topic: History Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Times Tables rock stars 15minutes	Reading- 15-20 minutes. Your own book for pleasure or your class reading book.
Wednesday	Check in/ check children have managed priority 1 and 2 tasks so far.	Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English-lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: Science Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	PE- take part in online fitness video- 15 minutes	Phonics/ Spelling practice 15 minutes in your home learning book/ worksheet.	Reading- 15-20 minutes. Your own book for pleasure or your class reading book.
Thursday		Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English-lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Topic: History Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Topic Science: Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	Times Tables rock stars 15minutes	Reading- 15-20 minutes. Your own book for pleasure or your class reading book.
Friday	Check in/ check children have managed priority 1 and 2 tasks so far.	Maths. Watch video lesson 10 minutes. Follow up worksheet 30-45 minutes	English-lesson video/ PowerPoint 10 minutes. Follow up task 40- 60 minutes.	Music: Watch/ listen to input/ PowerPoint 10 minutes; Follow up 25-45 minutes	PE- take part in online fitness video- 15 minutes	Weekly catch up 'live' meeting with Class teacher on TEAMS/ group session- ½ hour. TIMINGS WILL VARY	

How will my child be taught remotely?

Teachers will, as far as possible, set learning tasks that are pitched to enable them to complete work as independently as possible.

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

- Live teaching (online lessons or 'check in' sessions). This might be on TEAMS, or using Facebook Live via our closed Facebook pages. recorded teaching inputs (made by staff or produced by Oak National Academy lessons)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Printed study or workbooks (e.g. CGP)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

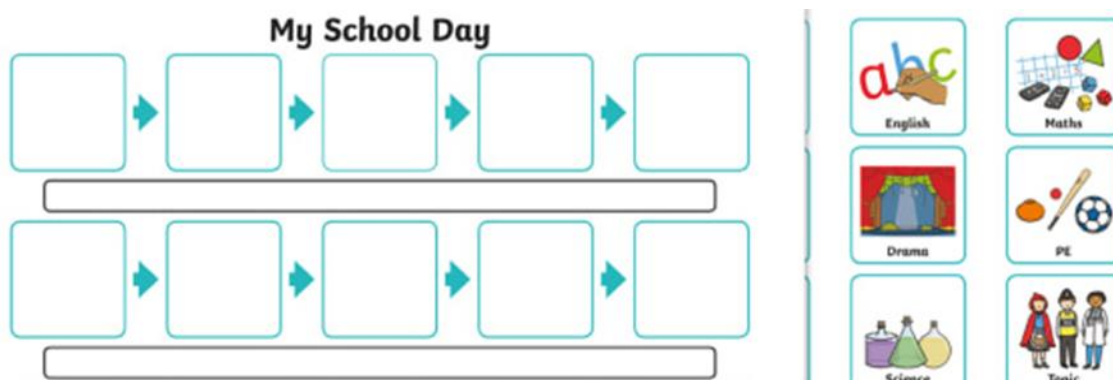
We know that children may not always have access to a device for the length of the school day (for example if they are sharing devices with other family members). Therefore, live lessons we not streamed as the sole means of delivery as this is not efficient or equitable for all children.

If a member of teaching staff in the closed bubble also becomes ill, we will do our best to mitigate this with other staff in the bubble continuing to set work for the class. The frequency and type of contact with their class teacher is likely to be affected.

Engagement and feedback

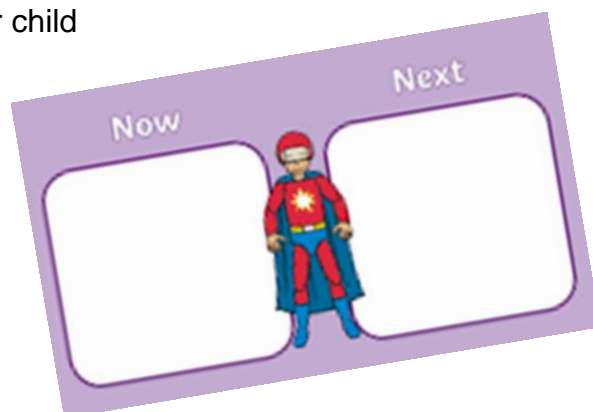
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We would strongly recommend that you try to stick to a routine or timetable to fit in your child's learning time. You might want to put up a simple visual timetable for your child that they can see, for example on your fridge, that gives a simple outline for the day, and which includes playtimes, lunch, snack and so on. For younger children, or children who find it harder to process lots of information, this can be reduced to a 'Now' and 'Next' timetable (for example, 'Now we are going to have snack time. Next, you will be having a go at your Phonics Work for today'). Please see examples of different visual timetables at the end of this document.



- The more time you can give your child encouraging them or letting them talk through their work, the better. However, we do understand that many parents and carers are also juggling other pressures and working at home. Whatever support you can give to your child is a bonus.

- It would be helpful if you could check what your child has managed to engage with/ complete each day, and if possible, work that they have 'handed in'. If they are repeatedly not managing to attempt the Priority 1 and 2 tasks each day as a minimum, then please give school a ring. We are more than happy to arrange a conversation over the phone between the class teacher/ you/ your child.



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

- A member of the your child's phase team/ bubble will be focussing on co-ordinating and responding to children working remotely during school hours to check how children are engaging with the remote education offered.
- If we notice that a child is not viewing work and/ or handing in any work online, then we will contact you on day 3 at the latest, to discuss whether there is anything else that we can offer to support you/ your child.
- If your child is ill please let the school office know in the usual way, and teachers will then be able to take this into account. Please let the school office know if there is anything else that may be affecting completion of work, and we will try to help and support where ever possible.

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:

- Children can ask their teachers questions about their work in TEAMS. Teachers/ support staff will be checking this regularly. Please see the 'Ask the Teacher' section on your child's TEAMS page.
- a small group 'face to face' meeting will be offered at least once a week, and wherever possible 3 times a week. This will be a time to check in with the group, and also to give feedback on work or any common difficulties, or to discuss the work that has been set for the day.
- Written or verbal comments to individual children on their work- teachers may not give a written comment on each individual piece of work.
- Written or verbal comments to groups of children
- Class quizzes (to check for any misconceptions on what has been taught or understood)
- Discussing examples of children's work using a 'visualiser', to facilitate guided self-assessment- e.g. what do you notice in the piece where they have achieved the success criteria? Can you spot any similar examples of this in your work? Can you spot where X has gone wrong (for teaching common misconceptions)? Can you explain what X needs to do differently? How does this apply to your work?

Additional support for pupils with particular needs

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:

- Children with an EHCP plan or with a high level of need will be offered a place in school as a priority where the school remains open for children of keyworkers or with additional vulnerabilities.
- Work will be differentiated for individual children as far as possible. This may include suggestions of how resources at home could be adapted to make a task more suitable e.g. concrete, everyday resources, working practically as far as possible. If children find it difficult to engage with online learning, we will provide printed copies of work set
- Where possible, TEAMS will be used to facilitate individual or group work on specific IEP targets (with appropriate online safeguards in place where necessary).
- Our Inclusion Team will be on hand to offer support and suggestions with setting up of routines, of managing behaviour, or any other difficulties.
- Where parents of identified vulnerable pupils choose not to take up a place in school, or if they are required to self-isolate during bubble closures, our inclusion team will check in with for parents/ children by phone once a week.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education 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.

For example:

Your child needs to stay at home because they, or a member of the family, are displaying symptoms of COVID-19. They cannot return to school unless they have a negative test result, or have undertaken a period of self-isolation for 10 days. (This also applies to children returning from abroad where they are required to quarantine on their return to the UK):

In this case, staff will record or provide videos of teaching inputs for each key lesson during the day, and put these up on TEAMS/ Tapestry for your child, along with any associated learning materials (e.g. worksheets) in the evening, for them to complete, if they are well enough to do so, the next day.

This means that your child will have very similar provision to the other children in the year group, though there will be a day's delay in accessing the materials on TEAMS. Work should be accessed and handed in as described above (for Bubbles/ Whole school). Again, the weekly overview will identify Priority Learning for the children to complete. The class teacher will give feedback on their learning at least once each week, and we would aim to also offer a 'face to face' session once a week with their teacher via TEAMS, where they can 'check in' and go through any problems and misconceptions from the week.

Please note that this will only be offered to children who are absent due to COVID or if they have a long-term illness. This will not apply if children are absent for 'normal' illness and ailments. It excludes any normal holiday periods.

Access to Remote Learning/ Internet Access and Digital devices

As above, we are aware that for some, access to suitable IT equipment or the internet is a challenge. If this applies to you, then please get in touch with the school, either by phoning the school office, or by completing the form below.

Name of child(ren)

Class(es)

Please could you specify whether your difficulty in accessing Remote learning is

- Poor/ no fixed internet/ broadband
- Lack of any suitable IT equipment (Computer/ Laptop/ Tablet)
- Cost of additional data usage

Please put me on the school waiting list for the loan of IT equipment.

Examples of Visual Timetables

