

## **Remote Learning at Pashley in Lockdown January 2021 onwards**

As a school we will do everything we can to support the Critical Workers and/or Vulnerable children who continue to learn in, and at the same time support the children who are learning from home. The provision will be the same as much as possible.

During Lockdown 2 the majority of our teachers are based in school with seven 'bubbles' needed from EYFS to Y2. As such, the teachers are not always able to respond to parents straight away but will always aim to respond to messages and posts within 24 hours.

If parents or families require urgent support and there is a safeguarding concern, we ask adults to contact the school directly as soon as possible via phone and/or email.

## 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.

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 the first day of closure, Yr1-2 pupils will continue with tasks set via Class Dojo. These will include:**

- Maths task linked to Year group maths mastery/ maths fluency plans
- Writing task linked to Year group year group quality text or project
- Phonics in Y1 Grammar in Y2
- Reading – children should continue to read the banded books they currently have taken home and/or the School/Home reading book
- Suggested exercise activity which could include a home fitness circuit, walking, jumping or jogging

**On the first day of closure EYFS pupils will continue with tasks set via Class Dojo and Tapestry. These will include:**

- Maths Number activity
- Creative task linked with Year group project
- Reading – children should continue to read banded books they currently have taken home and/or the School/Home reading book
- Phonics activity home learning weekly packs

## **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 as much as possible. The children access the same provision for learning videos. The bespoke videos are uploaded on to Class Dojo, and then the weekly timetable directs children to the follow on learning.
- The small variations in timetabled activities will occur when the resources are different or at different times in the day when provision is suggested.

## **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:

EYFS	3 – 4 hours
Key Stage 1	3 – 5 hours

## **Accessing remote education**

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

- Tapestry
- Class Dojo
- Purple Mash
- Access to our online learning is through Class Dojo and for EUFS Tapestry. Every child has also access to TEAMS.
- Other online tools and learning sites are also used and signposted in weekly timetables. These include Purplemash, BBC Bitesize, Bespoke Pashely teaching videos, and Facebook challenges.
- This compliments our online safety provision for children and families.
- 100% of EYFS families have and access the Tapestry application.

## **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:

It has been our priority to rapidly provide online access at home to ALL of our pupils.

Our vision is for 100% of learners to be able to access a digital remote education during times of school closures or self-isolation. We have continued to monitor access from January 2021. This allowed us to strategically prioritise the distribution of new loaned devices to children without access in the following order:

- Year 2 Disadvantaged Pupils
- Year 1 Disadvantaged Pupils

Any families that now have a change in circumstance should contact the school, and we will swiftly address the need in a suitable fashion. We work on the premise of ideally every child having a device and not every household, due to the expectation that children are able to access learning throughout the school day. Every child within the same household will require access to their own device from 9am – 3pm to access the high quality learning and support on offer.

Support with wifi internet connection can also take place by contacting the school.

Children submit work through their Class Dojo for each lesson and staff will provide both oral and written feedback accordingly.

Until all children gained access to a device, homepacks were previously provided in the interim for some children to allow learning to continue. In order to monitor progress, home phone calls were made by school staff to speak with children at home about their homepack learning.

The school believes that a combination of remote on line learning and paper packs should be used to ensure that children have a breadth of choice and parents can decide what is most appropriate for their child and their families circumstance.

The school does not recommend that children solely use paper packs. Should parents prefer just this provision, it needs to be discussed and agreed with a member of the Senior Leadership team.

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

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

- recorded teaching bespoke video teaching by year group.
- Recorded mindfulness sessions with our Pashley Mindfulness Coach
- Printed paper packs produced by teachers.
- Maths activities in Key Stage One to be linear so all levels can be supported within the same maths area of coverage.
- Colour banded reading books and the opportunity to read over the phone with one of the Pashley Teaching Assistants.
- Phonic activities in EYFS and Year 1.
- Whole school challenges, assemblies and story telling.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize, Purple mash
- Long-term project work and/or internet research activities

We believe our children learn best by interacting with our Pashley staff who are known to them and already have strong, trusting relationships with. This is why the majority of our learning is delivered by our highly qualified staff.

## **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?**

Weekly timetables are distributed and are on the school website for all families and these make clear the lessons, activities and breaks.

We ask that parents and carers support their children with positivity, encouragement and any technical issues by contacting the school for help.

EYFS – we have a minimum expectation of a weekly upload of evidence to the staff through Tapestry or Class Dojo.

Where possible, we ask for full completion of each activity that is set. Our expectations for conduct and engagement match our Pashley Values.

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

We have clear systems in place to monitor and support pupil engagement.

The school has set up class tracker sheets and we track individual engagement of learning, TEAMS weekly participation, engagement in reading and evidence of learning that has been uploaded.

The school makes regular phone calls home to families if work is not completed - if there are no other extenuating circumstances. Senior Leaders also contact if the need arises. All families are contacted/phoned once a week to support with wellbeing and motivation.

Parent consultations have been rescheduled to happen approximately two weeks after the school re-opens.

## **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

Continual formative assessment will be carried out through feedback from posts of children's work.

Assessment of children's reading over the phone will also be taken into consideration.

It is recognized that remote assessment of learning will have barriers for accurate assessment and therefore maintaining regular contact is key.

## **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:

Bespoke planning will be made available by class teachers directing families to provision in lower year groups as well as additional learning resources where feasible. These will be individually tailored to the additional needs of your child.

These plans are monitored by the SEND team. Opportunity to speak to the Acting SENCO is available on a Thursday and the Inclusion Assistant four days a week. Children who work with the Higher Level teaching Assistant on speech and language programs will have bespoke planning in place which will be shared with parents and resources can be delivered or collected from the school office at an agreed time.

Many of the Local Authority iSEND services are still operating, albeit remotely. The Inclusion team can still support with any referrals that may help your child to access remote learning.

Finally, we recognise these are difficult times and we can direct parents to charities, services and programmes that you can access alongside our school support systems.

## **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?**

When a whole bubble self isolates, the above methods are employed. When the majority of the bubble remains in school, a self-isolating child and family can expect the provision as listed in the first box in this document.

The school will also provide a project based learning provision which is available on the school website and includes virtual learning platforms and websites. This will be supplemented by paper based activities.

The school has a structured program to ensure that families will be contacted via phone on most days that they are self-isolating. This is co-ordinated centrally by the school secretary who emails all staff to ensure that contact and provision support is maintained.

The school has successfully bid for new iPads and Laptops. Children who are self-isolating will be offered use of one of these devices while they are self-isolating, and staff will deliver it to home by end of Day 2 at the latest. If the number of children self-isolating exceeds the number of devices that are available the children the school will use iPads within school and Nexus tablets on loan.