

Remote Learning Provision

Edgar Stammers Primary Academy

Updated: January 2021

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 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?

Children will have immediate access to online programmes, including:

Active learn/Bug Club – Children can access reading books at their own level of understanding. In KS2, they will have access to the daily Bug Club text and questions for each day.

Times Table Rockstars (TTRS) – Children from Y2-Y6 will have access to TTRS.

Purple Mash – All children have access to Purple Mash, where they can access learning in all subjects.

There is a section on our school website with additional links to support remote learning in a range of subjects. This can be found on the 'remote learning' page, or by clicking this link:

[Remote Learning](#)

Following the first couple of days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We endeavor to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

For example, in PE we have altered the tasks to ensure limited equipment is required, ensuring all children can access this from home. In Spanish, we are not currently following the Language Angels scheme, as we do in school, but are using BBC Bitesize.

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:

Nursery: Optional

EYFS: 2 hours

KS1: 3 hours

KS2: 4 hours

Accessing remote education

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

EYFS – Videos and tasks will be added to Class Dojo throughout the day.

KS1/KS2 - Work will be uploaded to Google Classroom between 8.30am – 9am daily.

Both Class Dojo and Google Classroom can be opened on mobile devices as well as on a laptop or desktop computer.

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:

Where possible, we will issue a laptop on a short-term loan basis, for children to be able to access learning.

Where parents are limited to the amount of data they have on mobile devices, they can email enquiries@edgarstammers.uwmat.co.uk and we will issue additional SIM cards to support with this.

Where parents do not have internet access, they can email enquiries@edgarstammers.uwmat.co.uk and we will apply for additional 4G routers via the DfE.

Where pupils do not have any online access, and this barrier cannot be broken down through the strategies above, children will be identified as vulnerable and places will be made available for them to come into school to learn.

How will my child be taught remotely?

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

EYFS (2 hours per day - suggested timings for each activity are outlined below)

Videos pre-recorded by the teacher will be posted to Class Dojo, these will include:

- A daily phonics speed sound session (5 mins)
- A daily phonics word reading session (10 mins)
- A daily phonics spelling lesson, which includes a modelled sentence as a writing task (10 mins + 10 mins for task)
- A daily story (5 to 10 mins) – stories may be linked to PSED or C&L
- A daily Maths lesson (following White Rose) (15 to 20 mins)
- A weekly video to support communication and language (5 – 10 mins)
- 2 x weekly additional maths (to align with teaching in school) (10 to 20 mins)

Tasks are set through Class Dojo portfolio, these will include:

- A daily handwriting practice activity (5 to 10 mins)
- 2 x weekly creative task (20 mins x 2)
- A weekly task linked to Understanding of the World (20 mins)
- Tasks linked to the story (10 to 20 mins)

KS1 (3 hours per day - suggested timings for each activity are outlined below)

Lessons are prepared using PowerPoint and a voiceover is recorded, allowing the children to listen to the teacher explain the lesson. Worksheets are also prepared to match the aims of the lesson, as well as any additional resources that may help support the learning.

Google Classroom is being used daily to share the work with the children, feedback is given against each piece of learning. If necessary, the work is returned for the children to add to/edit their work.

- Daily Maths lesson (50 mins)
- Daily English lesson (50 mins)
- Daily Phonics lesson (20 mins)
- Daily Topic lesson (45 mins)
- which will be one of the following: Geography, History, Art, DT, Science, Music, MFL, PE, Jigsaw, RE, Computing, Online Safety

Children are expected to complete a further minimum of 20 mins learning each day, which throughout the week will include:

- Reading book (accessed through Active Learn online)
- Spellings (set by the class teacher each week)
- Times Table recall (Year 2)

All children who have an EHCP or IEP, are emailed individual daily work, which will help to support their targets and next steps.

KS2 (4 hours per day - suggested timings for each activity are outlined below)

Lessons are prepared using PowerPoint and a voiceover is recorded, allowing the children to listen to the teacher explain the lesson. Worksheets are also prepared to match the aims of the lesson, as well as any additional resources that may help support the learning.

Google Classroom is being used daily to share the work with the children, feedback is given against each piece of learning. If necessary, the work is returned for the children to add to/edit their work.

- Daily Maths lesson (1 hour)
- Daily English lesson (1 hour)
- Daily Topic lesson (1 hour) which will be one of the following: Geography, History, Art, DT, Science, Music, MFL, PE, Jigsaw, RE, Computing, Online Safety
- Daily Bug Club reading lesson (30 mins)

Children are expected to complete a further minimum of 30 minutes learning each day, which throughout the week will include:

- Reading book (accessed through Active Learn online)
- Times Table recall
- Spellings (set by the class teacher each week)

All children who have an EHCP or IEP, are emailed individual daily work, which will help to support their targets and next steps.

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?

Children are expected to engage in daily learning provided by school, at a time that is best suited to the individual families. Suggested times for each activity are outlined on this plan, specific to each key stage (see pages 4 and 5). Children should hand work into their teacher on a daily basis.

For many children routine is vital, so where possible a similar structure each day will usually be most effective. In addition to this, it is important that your child continues with their normal routine of getting up and going to bed at appropriate times. This will help with the transition of returning back to school.

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

Teachers will monitor daily the work that is being returned, and feedback will be provided. If we haven't had any learning shared with us, after 48 hours the class teacher/teaching assistant will initially complete a phone call to see if there are any barriers and what we can do to support you and your child/ren.

We will work together with you to ensure that children are able to access and complete the remote learning.

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:

Where work is set on Google Classroom, regular feedback will be sent to each child, with either a written message or a voice note (through a feature called Mote). It is vital that children read and respond to this, to ensure they are reaching their full potential and their learning is moving on.

In EYFS, where learning is set on Class Dojo, feedback will be given on each portfolio post that is uploaded by your child.

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:

All children on the SEN register will be provided with individualised work linked to their IEPs, on a daily basis via email. A range of activities with resources, including websites, are advised to parents to help support and complete this additional work.

Where applicable, children with EHCPs and known to speech and language services will have weekly speech activities sent to them to support this area of need.

Weekly Dojo messages are sent to the whole parent community to advise on how to support all children learning from home, including mental health.

Check in calls are made to all families, including children with SEN who are offered the opportunity to talk to a class teacher or TA. In some cases, the SENCO will also call and speak with these families to check in and offer support.

There is a section on our school website with additional links to support SEND children and their parents with remote learning. This can be found on the 'remote learning' page.

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?

In EYFS, there will be a bank of pre-recorded videos uploaded onto Google Classroom, for children to access. These will include: phonics speed sound sessions, word reading sessions, spelling lessons and stories. There will also be daily Maths lessons taken from White Rose.

In KS1/KS2, daily work will be set on Google Classroom, so they will be able to access the lesson slides and related worksheets for a Maths, English and Topic lesson each day. They also have access to a range of online platforms, mentioned on page 2.

Contact with parents

Parents are able to contact their child's class teacher through Google Classroom, Class Dojo or by telephone. If it is a general enquiry, you can call the school office or email:

enquiries@edgarstammers.uwmat.co.uk

During a national lockdown where a large number of children are learning remotely, contact will be made at least every 2 weeks by a teacher or member of support staff. This is for us to provide support if needed and to answer any queries around remote learning. If contact cannot be made, our Education Welfare Office may be in contact with you, as it is our duty to ensure all children are safe and well, even when learning remotely.