



Remote education provision: Information for parents

Please also read in conjunction with the recently completed 'Remote Learning Home-School Agreement' (Google Forms survey, January 2021)

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?

Remote education is put onto the school website every day in case any children are suddenly required to self-isolate. Teachers, if the rest of the bubble are at school, upload this assignments for the whole week on Monday morning. The amount of work is in line with the DfE requirements of January 2021.

The home-learning is organised by classes. Full details of how to access the different learning platforms have been shared regularly with all parents and are available on request.

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 and appropriate. However, we have needed to make some adaptations in some subject, for example, in practical subjects like Physical Education or in subjects which might require specific equipment like Computing.

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:

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|--------------------|---|--|
| <p>Key Stage 1</p> | <p>In line with DfE guidance we provide 3 hours minimum learning per day.</p> <p>This includes both direct teaching time and time for children to complete tasks independently.</p> <p>For EYFS, this will follow a similar pattern, but with expectations managed appropriately.</p> | <p>There will be at least 2 daily live video sessions- morning and afternoon- organised into small groups, along with independent time and directed access to online resources and digital platforms.</p> <p>Generally, there will be approximately 45 minutes of Maths, 60 minutes of English and Phonics- including reading, 60 minutes of topic work, alongside the live video calls.</p> <p>A member of staff will also be online throughout the day to respond to feedback and organise additional 1:1 support (telephone or video call) if requested.</p> |
| <p>Key Stage 2</p> | <p>In line with DfE guidance we provide 4 hours minimum per day.</p> <p>This includes both direct teaching time and time for children to complete tasks independently.</p> | <p>There will be at least 2 daily live video sessions of live teaching and support- morning and afternoon- organised into year groups, along with independent time and directed access to online resources and digital platforms.</p> <p>Generally, there will be approximately 60 minutes of Maths, 90 minutes of English and - including reading, 90 minutes of topic work, alongside the live video calls.</p> <p>A member of staff will also be online throughout the day to respond to feedback and organise additional 1:1 support (telephone or video call) if requested.</p> |

Accessing remote education

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

In EYFS we use Tapestry and Class Dojo to share work and messages. We also use Google Classroom Meets for video calls, and Zoom for calls to parents. Online resources, especially video, are identified for parents to use.

In Key Stage 1 we also use Class Dojo to share work and messages. Google Classroom Meets are used for video calls, and Zoom for calls to parents. The Purple Mash and Espresso platforms are also used to set tasks, along with Language Angels and Accelerated Reader for independent reading comprehension tests. White Rose Maths – both videos and learning resources are also widely used to teach in this subject.

At Key Stage 2 we make use of the Google suite of education tools. Children share work using Google docs and drive, and Google Classroom Meets are used for video calls, alongside Zoom for calls to parents and children requiring 1:1 support. In addition, the Purple Mash and Espresso platforms are also used to set tasks, along with Language Angels and Accelerated Reader for independent reading comprehension tests. White Rose Maths – both videos and learning resources are also widely used to teach in this subject.

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 children will be given an internet enabled- device (either Chromebook or Ipad) if required.

Please contact the school office to arrange.

office@littlemelton.norfolk.sch.uk

A home-school user agreement will need to be signed.

How will my child be taught remotely?

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

We use a range of approaches you use to teach pupils remotely. This includes:

- live teaching (online lessons and conference calls)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Please see 'Remote Learning Home-School Agreement' (Google Form, Jan '21) for expectations.

We would encourage parents to support their child's work by viewing the work set together and talking about how to tackle it. We recognise that home learning can be very challenging, and are happy to offer any additional support as required- including 1:1 video calls if useful. The live teaching and video call sessions are intended to support and encourage the children, and also provide an opportunity for them to see their peers.

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

Please see 'Remote Learning Home-School Agreement' (Google Form, Jan '21)

We will regularly review how each child is engaging with learning, and contact parents or carers by telephone or email if necessary, to identify ways in which we can help.

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:

Submitted work is assessed using a range of strategies. These include individual or group feedback, quizzes, scores and tests or games marked automatically by digital platforms.

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:

Individual bespoke arrangements are made to support children with additional needs. These include 1:1 or small group video calls, differentiated work, resource packs sent home and phone calls to parents to discuss next steps and strategies.

Please also contact the school SENDCO, Mrs Cameron, if you require additional support or would like a conversation about the provision for your child.

Use office@littlemelton.norfolk.sch.uk for initial contact.

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?

Remote education is put onto the school website every day. It is organised by classes. The approach remains similar to during the current lockdown, except that there is less capacity for live lessons but this has been replaced by individual daily 1:1 video calls where requested.