



Peterborough Diocese Education Trust

Remote Education Information for Parents / Carers

The purpose of this document is to share information regarding what to expect from **Cottingham CofE Primary School** in terms of Remote Education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

What Is Remote Education?

Remote education, sometimes referred to as remote teaching and learning is, broadly speaking, any teaching and learning that happens outside the classroom, with the teacher not present in the same location as the children. This can encompass online learning, delivered through digital technologies or learning that involves workbooks and other paper based resources.

Some remote education can be delivered live. Other remote education can be prepared by teachers beforehand (e.g. recorded sessions or provision of other materials) and then can be accessed by the children at a later date.

Remote teaching can be delivered by the children's class teachers or by other teachers / personnel nationally.

Accessing Remote Education

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

We are currently in the process of setting up an interactive platform, Microsoft Teams, which will be a single point of access for all of our remote education resources. This means that all resources that need to be accessed can be found in one place. Such resources include the weekly home learning timetable and the learning resources that are needed for each lesson (e.g. web links or posted resources). It also means that children can submit their work on the same platform and teachers can provide the necessary feedback.

In the meantime, we will continue to use the online tool, Zoom, which enables access to our live provision. Zoom links can be found on the weekly home learning timetable. We will continue to use Zoom links for:

- Live teaching sessions for Literacy and Phonics
- Collective worship (Class/key stage)
- Class reading time
- Pupil welfare calls
- HT story time
- Parents 'cuppa & catch up' well being meeting

We encourage all our children to access this platform using a laptop if at all possible. Evidence suggests that children tend to spend longer accessing a remote lesson when they are using a laptop rather than when using a tablet or a phone.

Children in EYFS/KS1 will also have access to an interactive platform, Tapestry, to which work can be submitted and feedback, as agreed, provided by staff.

Until Microsoft Teams is available, Parentmail will be our tool for sending home weekly learning planners and associated links/attachments.

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 children may not have suitable online access at home. We have asked all parents to let us know if this is the case so that we can help.

- We will issue or lend laptops or tablets to children, requests should be made to Ashley Scott contactable through school. A needs survey was undertaken during the autumn term.

- Printed materials needed can be supplied if you do not have online access. Please contact the school office/class teacher to make necessary arrangements.
- Completed hard copies of work can be submitted to teachers. Please contact the school office/class teacher to arrange drop off times.

We have taken the following approaches to support children to access remote education:

Devices:

- We have been able to access an allocated number of devices from the government's 'Get Help with Technology' scheme.
- We have allocated some of the government's 'Catch Up funding' to purchase devices for children to use so that remote catch up can still take place.

Internet Access:

- We have been able to access free mobile data increases for some children on the following networks:
 - Vodafone.

This allows other devices to connect to the internet via a mobile phone.

If your children are still unable to access online, please contact the school office as soon as possible, if you have not done so already.

If children are unable to access online learning despite the measures taken above, we have put in place a system for collating and distributing paper packs of remote learning which match, where possible, the curriculum that is being delivered online and in the classroom.

We:

- Download and print online materials (where possible) to provide paper copies e.g. Oak National Academy resources.
- Provide paper copies of any teacher devised resources.

We have also provided exercise books for all children to work in and a home learning resource pack to all pupils e.g. pens, pencils, rulers, white board.

Parents are encouraged to return their child's work to their class teachers weekly by returning it to school and leaving it in the designated drop off points. Alternatively, parents are encouraged to take photos of their child's work on their mobile phones before sending them in to school. Such work should be emailed directly to the class teacher using the @cottinghamprimary.co.uk address.

The Remote Curriculum: What Is Taught To Children At Home

Will my child be taught broadly the same curriculum as they would if they were in school?

The answer to this question is 'yes'. The aim of any education is to deliver a high-quality curriculum so that children know more and remember more. Remote education is just another way of delivering our curriculum. We deliver the same curriculum remotely as we do in school,

wherever possible and appropriate. Just like the classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks they need to move on to the next step.

At times we may need to make some adaptations to our long term plan, for instance if an area of learning that is planned for later in the year would make a more appropriate subject for teaching remotely. In these circumstances, the subjects will be taught at some other point within the year and the decisions will be taken upon the best possible options to enable the children's learning.

Where we have taken the decision to use online resources, we have selected these carefully and have taken the time to match these resources to our long term curriculum plans for individual subjects. We have then matched online sessions within each sequence of work to those that are taught in the classroom. For example, we follow the White Rose Maths sequences of work in school. We have therefore matched the White Rose daily lessons published online to our normal Maths curriculum. Similarly, our sequences of work for Science, History and Geography have been matched to the Oak National Academy online resources, session by session.

Our Literacy (and Phonics) curriculum is delivered 'live' and daily by our teachers. Hence, the same classroom curriculum is accessed by all children and delivered by staff on site. Phonics is either taught live or appropriately differentiated videos are available that match the learning to the child's ability.

However, we have needed to make some adaptations to the PE curriculum. Replicating on site PE lessons is not easy remotely. We provide video demonstrations where possible and provide alternative online resources so that your child still has regular physical exercise throughout each week. We have also provided PE BINGO as an active challenge for children to enjoy.

Remote Education Time Each Day

How long can I expect work set by the school to take my child each day?

The government expects schools to provide the following amount of remote education (including remote teaching and independent work):

Reception (EYFS) <i>Willow Class</i>	Less than 3 hours a day
Years 1 and 2 (Key Stage 1) <i>Willow/Ash class</i>	3 hours a day as a minimum
Years 3-6 (Key Stage 2) <i>Oak/Beech/Hawthorn class</i>	4 hours a day as a minimum

However, we view the above as an absolute minimum and aim to provide remote education that reflects that of a normal school day. English, Reading, (Phonics depending on the age of your child) and Maths are provided daily, as they are on-site.

We issue a weekly home learning timetable that reflects a normal school day. Whilst we expect a normal school day to be worked remotely by children, we recognise that this will not always be practical. However, we provide a timetable so that a routine can be established; a routine can prove beneficial to children and support them in the management of their school work. Live whole class reading sessions are included each week, in addition to live collective worship as part of this timetable. HT story time is also available to children from 3:15-3:45 daily.

In addition to these four hours, pupils may also be invited to take part in other activities such as sports activities, maths games such as Times Tables Rock Stars or reading sessions. Cottingham Primary School recognises the importance of children keeping fit and taking part in physical activities and recommend that all children are given a physical activity to take part in daily whilst the schools are closed.

In addition, some children may also be asked to take part in small group intervention sessions or pastoral activities.

In total, we would aim that the amount of hours that children spend taking part in online learning each day would not exceed 5 hours.

How will my child be taught remotely?

We ensure that our remote education includes the important, key principles of effective teaching. We provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons. Every child will be sent a weekly planner by the start of each learning week. This will always be sent via Parent Mail (please ensure that your details are up to date for contacting you in this way, such as your current email address). On this planner there will be included the activities that children are expected to complete each day. As part of this planner, any links that are needed for children to take part in a lesson will be included. This may include, for example, links to online Zoom sessions, specific websites that will deliver lessons or links to resources that may be needed for a lesson.

Whether we deliver live lessons, recorded sessions provided by our staff or select nationally available, quality recorded sessions, we ensure that the remote teaching includes the following:

- Clear explanations
- Teacher modelling and scaffolding of new knowledge
- 'Chunking' learning in to small parts (it is often harder for children to concentrate when being taught remotely)
- Opportunities for children to practice
- Opportunities for children to apply their new knowledge
- Assessment of children's learning taking place and future adjustment of teaching accordingly
- Feedback to children on how to progress. (Individual/whole class as appropriate)

We do not expect our children to discover new content for themselves through long term projects and long term internet research.

We also make sure that our remote education is interactive where possible so that children can ask questions about their work (please see the engagement and feedback section below).

We have clear and high expectations of children when accessing remote education and we communicate these to the children at all times.

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

- Live teaching (online lessons) - daily for English lessons and phonics sessions. We try to stagger these across year groups where possible so that children with siblings can access them in the context of limited or shared devices.
- Recorded teaching - daily for Maths lessons provided by White Rose teachers.
- Recorded teaching - video recordings made by other teachers e.g. Oak National Academy lessons for Science, History, Geography. Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared devices.
- Online resources from available websites supporting the teaching of specific subjects, including video clips e.g. BBC Bitesize.
- Teacher devised resources posted online.
- Commercially produced workbooks provided by school.
- Printed paper packs produced by teachers (e.g. worksheets).

- Reading books provided by school and/or child level e-books via <https://home.oxfordowl.co.uk/school-closure-resources>

We purposefully provide remote education in a different way for our youngest children so that they have the opportunity to learn through play.

Please note:

A pupil's first day of being educated remotely might look slightly different from that outlined above while we take all necessary actions to prepare for a longer period of remote education. We will need a little time to post online the remote learning tasks that have been matched to the classroom curriculum and provide the timetable for the rest of the week. We will, however, on the first day of remote education, send home some learning tasks that can be completed e.g. certain pages identified in CGP workbooks.

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 expect children to access the full daily timetable where at all possible and engage in all remote education provided, in the same way as they would engage in school. However, it is more difficult to engage and motivate children remotely than when they are in the classroom. There are more distractions and we, as teachers, are not physically present.

We have taken time to try to make our remote education engaging for all children. For example, we try to make sure different types of tasks and activities are alternated. We also aim to make our remote education as interactive as possible, including enabling peer interactions most days.

Engagement increases when children feel part of the school. Whole class reading sessions and group feedback sessions (Written feedback) are planned in each week. Class and Key Stage worship are available as links via the remote learning planners. We want our children to continue to feel part of the school community even when learning remotely.

Without putting an unreasonable burden on parents, we ask that parents help support their child's learning by:

- Ensuring that their child can access the remote education provided, online if at all possible but paper based packs otherwise.
- Providing a quiet space to work if possible.
- Setting routines e.g. having breakfast and lunch at a set time.
- Helping children with the technological aspects of online learning.
- Offering help with specific learning tasks if possible.

We also ask that parents follow the guidance outlined in the Remote Meetings and Live Teaching document that has been circulated to parents for live teaching sessions and that parents have shared the relevant expectations outlined in the document with their child.

Where Catch Up tutoring sessions are also accessed from home, we ask that parents follow the home tutoring agreement.

Children are expected to engage with every session on the planner where possible. This will include:

- Taking part in the daily live teaching sessions
- Engaging with the video lessons that are linked to in the planner
- Completing the other daily activities set out in the planner

There is no set time table for these lessons to happen, other than the times for the live teaching sessions and they can work around the best routine for your household. We would however recommend keeping to a daily time table, as set out below.

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

As we do in school, we will be checking whether children are engaging with the learning that is sent to them whilst they are working at home. We do this as taking part in remote learning is not optional (as normal education is not) and we want to ensure that are children are given the opportunity to make as much progress as possible during these times.

- Each time we do a live teaching session, teachers will take a register of who is taking part whether working at school or at home.
- We will also take note of whether work that has been asked to be handed in has been completed.

These details will be passed on to the school leadership who will keep a close check of everyone who is engaging in the learning. At this point, if there are concerns, we will take the following action, beginning with taking steps to ensure that you are able to engage with the learning

It is our expectation that all children should engage with remote education. If a child is not, we will contact the parent by phone and discuss how we can address any barriers that are hindering engagement.

How will you assess my child's work and progress?

Feedback and assessment are still as important in remote education as in the classroom. As teachers, we assess children's work and progress continually, through their contributions in lessons, through talking with children and through the work that they produce. Such assessment continues in remote education. However, it can be more difficult to give immediate feedback to children remotely than in the classroom.

Feedback for children in key stage 2 will be a combination of the following approaches:

- Children will receive verbal feedback during live teaching sessions. During these lessons, for example, children may be asked questions and will receive verbal feedback from their teacher. These lessons may also be used as an opportunity for staff to feedback on previous work, outlining positives and improvements.
- Children will also be asked to provide two pieces of work a week for teacher assessment. These pieces will be outlined in the weekly planner. Staff will give in-depth individual feedback to one of these pieces, usually via email. The other piece will be given in-depth whole class feedback in which positives and improvements will be outlined. This will not involve mentioning children's individual work although some children's may be used to show case a good example of what was expected.
- Children will be given opportunities to self-assess their work e.g. answer sheets being sent to parents to allow children to mark their answers and gauge their understanding. An example will be that all parents will be sent home the White Rose Maths answers sheets that accompany the worksheets for the video lessons.
- Self-assessment may also happen as part of video lessons, such as quizzes that take part

during the lesson.

Feedback for children in key stage 1/ EYFS will be a combination of the following approaches:

- The parents/carers of children in FS/KS1 will be asked to post written work or any other learning onto Tapestry Journal.
- Staff will provide feedback on the learning evidenced in the posts and upload them to the journal.
- Detailed feedback will be given on one piece of writing each week and staff will use Tapestry Journal to indicate which NC learning objectives have been met.

As you can see from the above, feedback to children about their learning can take many forms and may not always mean extensive written comments for individual children. Frequent contact between children and teachers is crucial.

Additional Support For Children 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?

Children with special educational needs and disabilities (SEND)

We recognise that some children with 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 work with parents to support these children.

We:

- Offer a school place where appropriate and according to government criteria.
- Adapt learning tasks provided, as appropriate.
- Provide individual / small group live sessions to focus on specific targets. (Intervention)
- Speak with parents on a more regular basis and at least once a week to discuss how remote education is working from their perspective.
- Ensure pastoral calls are carried out with the child (and the parent as appropriate).

The very youngest children

It is recognised that the very youngest children learn through play and that they should not be sitting in front of a screen for long periods of time. Therefore, we adopt a different approach to remote education for our very youngest children.

We:

- Provide a variety of short live teaching sessions per day with content as appropriate
- Prioritise early reading in the learning activities provided and ask parents to prioritise these.
- Provide learning tasks that are practical that can be completed at any time of the day, when it works for parents to access these with their child.
- Suggest learning activities that can take place through play.
- In KS1, provide feedback through online tool 'Tapestry.'

Remote Education For Self-Isolating Children (When Their Bubble Is Not Self-Isolating Or Not During A National / Local Lockdown)

Where individual children need to self-isolate but the majority of their peer group remains in school, the remote education will differ slightly from the approach for whole groups, due to the challenges of teaching children both at home and in school. Please be reassured that we put in place remote education for any self-isolating child to access a planned and well sequenced curriculum with meaningful, learning tasks.

Learning tasks will be sent home that have been matched to the curriculum delivered in the classroom, similar to the approach outlined above. Where we have more than four children in a class isolating we will seek to provide some live teaching.