

## Pye Green Academy Remote Learning Strategy

### 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?

In the event of a bubble, year group or whole school closure, pupils will be provided with core subject lessons, utilising external websites, resources and pre-recorded videos. 3-4 hrs per day is the DfE's recommendation for remote learning provision. Daily Remote Learning will include, at least, 1 English Lesson, 1 Maths Lesson & 1 Foundation Subject lesson. In addition, there will be a range of other tasks and activities which are optional and age appropriate.

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 subjects and we remote learning cannot replace the quality of teacher interaction during face to face learning.

For example, PE will not be taught by our Sports coach and content may need to change to work on individual skills/fitness rather than team and partner games or areas which require specific equipment such as gymnastics.

Scientific enquiry may well be different and may be delivered through video and online simulations due to resourcing issues.

## 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 Reception	Phonics/Spellings - 30 minutes Writing session - 15 minutes Maths session - 20 minutes Reading session - 15 minutes Linked provision - 30 minutes Story time - 10 minutes <i>Approximately 2 hours of directed learning</i> <i>There is also an additional 1 hr of 'Off Screen Learning'</i>
Key Stage 1 Year 1 Year 2	Phonics/Spellings - 25 minutes Writing session - 30 minutes Maths session - 45 minutes Reading session - 20 minutes Mental Maths - 10 minutes Foundation session - 45 minutes Independent Reading - 15 minutes Key Skills - 10 minutes <i>Approximately 3 hour 20 minutes of directed learning</i>
Key Stage 2 Year 3 Year 4 Year 5 Year 6	SPAG session - 20 minutes Writing session - 45 minutes Maths session - 45 minutes Reading session - 30 minutes Mental Maths - 15 minutes Foundation session - 45 minutes Independent Reading - 15 minutes Spellings - 10 minutes <i>Approximately 3 hour 45 minutes of directed learning</i>

## Accessing remote education

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

We will be using a range of resources to support the children during this time. Most teacher directed tasks will take place on Microsoft OneNote, which is our chosen remote platform. Marking and feedback opportunities are highlighted on parent overview documents which are available on our school website but are also emailed to parents twice per week (this is to enable us to adapt our plans depending on pupil's progress and allows us an opportunity to address misconceptions or consolidate learning).

Learning will also be supported using methods & resources familiar to the children such as Accelerated Reading, MyOn Reading, TT Rockstars, Numbots, Mathletics, Oak Academy & White Rose Maths.

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:

We have a small number of laptops that we are able to loan to pupils for school use. These are being logged in and out to families who are also given an 'Acceptable Use Policy' and a signed agreement from the parents regarding keeping the device in good working order and secure.

The following pupils have been prioritised to receive devices

- Pupils who are in receipt of the pupil premium
- Pupils who have who have an EHCP and
- Vulnerable pupils are prioritised for allocation of devices.

School has sought information from parents regarding access and this has also been used to identify pupils who may benefit from loaning a device.

If parents are struggling with access, they are asked to contact the child's class teacher in the first instance.

Work packs will be provided and contain the same work where possible, as the remote learning if pupils have not got regular access to a device. Links to videos are on parent and pupil support planners so that parents who are able to access via a mobile device but not complete the work online, are still able to view this content.

## How will my child be taught remotely?

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

Recorded teaching videos, explanations & Assessment & Feedback which are produced by school staff

Recorded teaching videos produced by external sources (e.g. Oak National Academy, Read, Write Inc, White Rose Maths)

Printed paper packs produced by teachers

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of learning (e.g. Oxford Owl, MyOn, Letter join, BBC, Mathletics, Numbots, TT Rockstars, Espresso)

## 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?

Pupils are expected to engage with learning daily. Lesson intentions and suggested timings have been shared with parents to help develop clear routines which are broadly similar to the school day.

While we appreciate that many parents may be working from home or have other commitments, we expect parents to encourage pupils to complete tasks to the best of their ability and make sure work is completed in a timely fashion. This will minimise the disruption to learning and will support the child's return to school when this is possible.

Parents are encouraged to email work from paper packs to a year group email as photos or return the work to school when the next work pack is collected.

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

Pupil engagement on OneNote will be monitored daily and recorded by a member of staff using our engagement tracker. If a child has not engaged with any tasks within a day. The class teacher or support assistant will email or telephone them to offer support or check that they are safe and well.

If your child is sick please notify the school either by emailing or telephoning the office as you would normally do. This will help us to accurately record attendance and also engagement.

Engagement on commercially available websites such as those listed above will be checked at least once per week.

Pupils who are not engaging regularly will be contacted by a member of the Senior Leadership Team.

Engagement figures are monitored each week by our Senior Leadership Team and shared with the Academy Trust.

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

Our approach to providing feedback to pupils and parents is as follows:

Weekly Lesson Intention documents will inform parents which feedback will be provided for the specified piece of work (see details below).

Additional feedback will be provided where necessary to praise or address misconceptions.

Written feedback is planned for at least one piece of maths work each week.

Written feedback is planned for at least one piece of written work each week.

Audio feedback is planned three times a week across the curriculum.

Sticker feedback is planned three times a week across the curriculum.

## 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 with an EHCP have been offered a place in school by the SENDCo. Any child with an EHCP who is not engaging is strongly encouraged to take up this place so that their EHCP targets can be delivered.

Pupils with Special Educational Needs are one specific group whose engagement is closely monitored. Work sent home to all pupils is differentiated, however, it can be further adapted to maximise engagement if parents raise this with the year group team.

Accessibility tools in Microsoft OneNote, such as Immersive reader have been shared with specific children.

SEND children will receive a curriculum that suits their needs and will follow the individual approach that would be implemented within school.

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 learning provided to individual pupils self-isolating will be as closely matched to the learning taking place within school. Videos and teaching may utilise existing recordings from commercially available websites rather than those created by school staff.

Feedback for self-isolating pupils will be in line with our whole school feedback approach:

Additional feedback will be provided where necessary to praise or address misconceptions.

Written feedback is planned for at least one piece of maths work each week.

Written feedback is planned for at least one piece of written work each week.

Audio feedback is planned three times a week across the curriculum.

Sticker feedback is planned three times a week across the curriculum.