



The Meadows

Primary School

Remote Learning



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?

Each child will be sent home a daily learning timetable that contains directed online tasks for your child to complete. All children will also have access to Doodle Maths and English, which should be completed daily.

Learning tasks for English (except Phonics and Reading) and the Foundation subjects will be delivered by the government funded Oaks National Academy. Phonics provision will be provided by the DfE Letters and Sounds programme and Reading will utilise Rocket Phonics and Bug Club for many learners, as well as daily Reading comprehension tasks where applicable. Spelling activities will be provided for Y2-Y6, based upon the Headstart programme. Maths tasks will be based upon White Rose resources, which follow the same learning sequence, progression and pedagogies as our Power Maths scheme. Lessons do not require a printout of worksheets, as these will be sent electronically.

Where applicable and appropriate, video tutorials will be provided for lessons.

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 subjects.

In FUN Maths, pupils will work on the same knowledge and understanding both online and in school. Sessions will promote fluency and recall of number facts as well as problem solving and reasoning. Video links to number songs will be provided.

In Maths, the lesson sequence provided by White Rose online will reflect learning that takes place within the school. Teaching and learning in Maths, online and in school, will be based upon the concrete, pictorial and abstract approach. All lessons will include a mixture of teaching and learning activities that consolidate and activate prior learning as well as nudging learning forward. Gareth Metcalfe lesson tutorials will also be used weekly to promote problem solving and reasoning, where available and appropriate. Doodle Maths will be set daily for online learners, however this will not be completed in school rather as part of our home learning policy.

Phonics and spelling teaching and learning will be sequenced the same at home and online, utilising the similar resources and teaching pedagogies.

In Guided Reading children in KS2 will be given reading comprehension activities appropriate for their ability from Twinkl, which promote the same Reading skills (in the form of our 'Canine Companions') that are used within school. Here, pupils will be learning the same skills through different texts.

In English, lessons will be based upon the same texts both in school and online. The sequence of lessons and the skills taught will mirror each other. Remote learning will be provided by the Oaks National Academy. In order to promote writing stamina, two lessons per week will be based upon a Literacy Shed video stimulus. Pupils will complete a Quick Write template on the first day of the sequence, and on the second day they will use this knowledge and skills to complete a Quick Write. Expectations of the standard of writing for each year group will be sent out for pupil and parental guidance. Doodle English will be set daily for online learners; however this will not be completed in school rather as part of our home learning policy.

Where possible, the Foundation subjects will reflect the context and content of learning within school. In some subjects, where the context differs, this may not be possible. In this case, pupils will work on similar concepts and skills.

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:

Primary school-aged pupils	Reception: 3 hours Key Stage 1: 3-4 hours Key Stage 2: 4 hours
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Accessing remote education

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

All learning timetables and digital resources and tutorials will be emailed to parents via Parentmail daily.

Parents/guardians are requested to email daily snapshots of learning to their class teacher. The teacher will then provide feedback. In instances where there is a lack of home-school communication, teachers will email and telephone parents to provide support.

Lessons for Maths, English and the Foundation subjects can be accessed online on all devices.

Safe and well checks will be completed regularly. It is vital that we keep in touch with our families and we have a duty of care to ensure that they are all safe and well. Should we have concerns that we have not heard from some families in the coming days, we will be in touch again to check that everything is ok and ask if we can provide any further support.

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:

Printed timetables and lesson resources will be available for pupils who are unable to access digital resources. Parents are able to collect resource packs from the school office at designated times.

Pupils who are eligible for funding for laptops have been identified and contacted directly.

Verbal feedback can be given, via telephone, if families are unable to email.

How will my child be taught remotely?

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

- Maths – White Rose online tutorials and resources
- English and Foundation subjects – Oaks National Academy tutorials
- Phonics – Letters and Sounds online videos
- Reading – Rocket Phonics and Bug Club eBooks (EYFS and KS1)
- Retrieval skills – Doodle Maths and Doodle English programmes
- Spelling – digital snapshots

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 complete daily learning tasks provided to the best of their ability within the home context.

However, the structure of the day depends on your own family and circumstances. Parents are encouraged to have a clear routine to structure the day as this will promote positive learning and wellbeing.

When learning remotely, we continue to promote positive learning behaviours, know to our school as our 'Secrets of Success' to support transition for when pupils return to the school learning environment.

Daily communications from parents is expected, to promote positive relationships and to enable teachers to provide feedback to help nudge learning forward. Emails should include a clear snapshot of the pupil's learning, to enable teachers to provide purposeful feedback.

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

All teachers will provide daily individualised feed based upon the snapshots provided by parents. Teacher will also use administration tools on Doodle, Rocket Phonics and Bug Club to assess engagement and progression. Where engagement is a concern, teachers will email parents to offer support. Telephone conversations will be had where appropriate.

Pupil engagement is monitored by staff and fed back to the SLT.

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:

Feedback will be provided through/by:

- Teacher comments via email, which will refer to the quality of work evidenced, and the learning behaviours shown. Dojos will be given via Class dojo.
- Self-assessment/parent assessment – answers provided
- Quizzes – found as part of the teaching tutorials on The Oaks National Academy, Doodle, Bug Club and Rocket Phonics.
- Celebrations Assembly - a weekly class video, recorded by the teacher and headteacher will be sent home

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:

Daily learning timetables will be differentiated according to pupil's needs. Appropriate digital resources will be provided.

Doodle will be used to deliver further learning that is individualised based upon their assessment.

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?

Pupils will be provided with daily learning timetables, as indicated above. The context of their learning may differ from in the class (for example, the topic or text being covered). However, where possible, pupils will develop the same skills as covered in school.