

## St Mark's CEP School

### Online Learning: About our offer.

#### Remote education provision: information for parents.

This information is intended to provide clarity and transparency to learners and parents or carers about what to expect from remote education if local restrictions require a partial or full transfer to online learning when deemed it is safer for learners to remain at home than attend on site at school.

For details of what to expect where individual learners are self-isolating whilst their peers are on site, please see the final section of this page.

#### The remote curriculum: what is taught to learners at home.

A learner's first day or two of being educated remotely may look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### What should a learner expect from immediate remote education in the first day or two of learners being sent home?

- If in school, learners will go home with some instructions or paper-based learning to cover the immediate future.
- If not in school, learners will have access to the necessary materials within 2 days.
- Microsoft Teams & Zoom will be used to engage learners with teachers & teaching partners providing lessons, learning opportunities, support and interventions. This offers us the ability to use videos, share learning and presentations. This can be done on a one-to-one basis or in groups and classes. Our approach will always be based upon the individual needs of the learners.

#### Following the first few days of remote education, will a learner be taught broadly the same curriculum as they would if they were in school?

We will follow the curriculum as closely as possible whilst learning is taking place online. Using Microsoft Teams & Zoom the children will have regular contact and sessions with their teacher.

Some approaches will undoubtedly have to be modified further. We will plan and monitor this on an individual subject basis. For example, PE has to be done using equipment that is readily available to learners at home. Formal science experiments cannot take place, but modified and adapted activities can.

#### Remote teaching and study time each day

#### How long can I expect work set by the school to take a learner each day?

As a school we:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:

EYFS/KS1	3 hours per day.
KS2	4 hours per day.

### SEND or EAL Support

Children will continue to be supported throughout the period. This may take the form of 1:1 mentoring/contact (Teachers and TPs) or specific learning activities set by the teacher or SENCO. Where the child receives additional support from these sources, please be mindful of the child's workload and consider that they may not be able to access all the lesson content in any given day as well.

Inclusion interventions will be made available and accessible.

Staff setting work will provide feedback to children and parents with regards to the work they have submitted via Teams/Zoom or emails.

The SENCO will work closely with the class teachers/TP's to ensure that misconceptions from classroom work can be addressed and additional activities and guidance can be provided.

The SENCO will provide their work contact details (email address) for ongoing communication between children and families.

- Risk assessments carried out with families.
- Encouragement of EHCP children to be in school, if possible with key workers.
- Online platforms differentiated to meet needs.

Home learning core offer:

Daily deliberate practice	Daily lessons	Weekly lessons
Multiplication tables (T.T. Rockstars) Number bonds Spelling rules (Oak) Phonics Handwriting Storytime (During Zoom/Teams/video or shared text if possible)	PE Maths Reading Writing GPS	History Geography Science RE Enrichment (PSHE, Music, Art, DT, etc.)

Example timetable:

	Mon	Tues	Weds	Thurs	Fri
9.00-9.15 Years 1,2, 5 & 6  9.15-9.30 EY, 3 & 4	Connect time Teams/Zoom – teacher outlines the day & notes those present	Connect time Teams/Zoom – teacher outlines the day & notes those present	Connect time Teams/Zoom – teacher outlines the day & notes those present	Connect time Teams/Zoom – teacher outlines the day & notes those present	Connect time Teams/Zoom – teacher outlines the day & notes those present
9-9.30	PE	PE	PE	PE	PE
9.30-10.30	English	English	English	English	English
Break					
11-12.00	Maths	Maths	Maths	Maths	Maths
Lunch					
1-2pm	Science	History/Geography	ICT	RE	Enrichment
Break					
2.30 Years 1,2,5 & 6  2.45 EY, 3 & 4	Connect time – email in work/correspond with teacher/ask q’s–Teams/Zoom	Connect time – email in work/correspond with teacher/ask q’s – Teams/Zoom	Connect time – email in work/correspond with teacher/ask q’s–Teams/Zoom	Connect time – email in work/correspond with teacher/ask q’s–Teams/Zoom	Connect time – email in work/correspond with teacher/ask q’s – Teams/Zoom

### What the Home Learning experience will look like in Early Years

For Early Years children we will be predominantly using Zoom/Teams/tapestry to interact with parents and children, ensuring that there will be limited screen-time and as much practical activity opportunities as possible.

- There will be a daily morning welcome and hello from the class teacher explaining what they will be doing for the day. Following that videos will be posted onto the website. Parents will be able to ask questions also on the year group email.
- A small collection of school resources that could be useful and to support learning may be sent home with the children during the closure/put on the website.
- Each day there will be a maths and phonics session with practical activities with resources that can be found around the house.
- Each day there will also be another practical activity to carry out which will support other areas of the EYFS Curriculum.
- There will also be daily story time sessions from staff.

## Roles and Responsibilities (Children)

*Maintain your excellent progress at school by:*

- Dedicating appropriate time to learning, your teacher will give you guidance to time expectations
- Check Zoom/website to understand your teachers' expectations of what you are learning and what you need to produce
- When you are working at home make sure you choose a quiet space free from distractions (such as TV)
- Remember you should still do your own work! Parents/helpers can **help** but not do the work for you
- Keep healthy habits and take breaks away from devices between scheduled lessons
- No eating. You may have a drink at the table
- Be dressed in your clothes not your pyjamas
- Be at the table where possible

Questions related to:	Contact:	Typical Response Time
Your learning	Class teacher	Within 24 hours

## Roles and Responsibilities (Parents)

*Support your child/ren in their learning by:*

- Consider the age of their child- adjust home learning environment to suit their educational needs.
- Providing an environment conducive to learning (access to technology, safe and quiet space during daytime).
- Engaging in conversations on posted materials, assignments.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Monitor their access
- Provide a learning space
- Ensure they fully engage and follow expectations

Questions related to:	Contact:	Typical Response Time
Your child's learning	Class teacher	Within 24 hours

## **Accessing remote education**

### **How will a learner access any online remote education you are providing?**

- We have a number of laptops/devices to ensure provision for those who are disadvantaged.
- All learners have Microsoft Teams log ins and are supported to access and use these platforms. Children also have access to Purple Mash, Literacy Planet, Mathletics & Time Tables Rockstars.
- Learners with more complex needs also have access to these platforms and with the support of parents / carers at home are able to access work.
- Teachers and Teaching Partners will support EYFS, Key Stage 1&2 to access their learning using teams, etc.

### **If a learner does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners to access remote education:

We have provided laptops/devices to those families who have difficulty accessing the work at home, or a paper pack, after discussion with the parents as to which they would prefer/be able to access.

### **How will a learner be taught remotely?**

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

- 2x Teams/Zoom connect sessions daily, some Live teaching (online lessons, PowerPoints with voice recording, videos) with teacher and Teaching partner available to support engagement and learning directly.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) send to home as required.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips, presentations, sequences, interactive quizzes etc. embedded and links shared as required.

### **What are your expectations for a learner's engagement and the support that we as parents and carers should provide at home?**

- We expect learners to engage in their remote learning and try their best with all the support offered.
- Contact/work on a daily basis.

### **How will you check whether a learner is engaging with their work and how will these concerns be shared?**

- Initially if there is a lack of engagement, class teachers & the deputy headteacher are notified. They will liaise with parents and carers to determine the cause of the lack of engagement. They will, if possible, resolve any technical issues if this is the cause. Liaison may be via phone calls and email.
- Engagement logs are kept to track pupils.

- Any member of staff must alert the Designated Safeguarding Leaders if there are any causes for concern regarding lack of engagement. These will be followed up online with our standard procedures when dealing with a safeguarding concern.

#### How will you assess a learner's work and progress?

- Feedback can take many forms and will 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 learner work is as follows:
- Staff will check work regularly and feedback to learners both immediately in live sessions and through written comments fed back via Teams.
- Feedback will be within 24 hours for at least one piece of work per child.
- Staff will set realistic challenging yet accessible learning targets taking into consideration the constraints placed upon everyone by learning remotely online. These will be tailored to meet the needs of the learners in the online setting.

#### Remote education for self-isolating learners

Where individual learners need to self-isolate, but the majority of their peer group remains in school we will:

- Ensure liaison with the family, learner and staff through the most appropriate individual in the school. This could be the teacher, teaching partner, or SENCo.
- A blended approach will be adopted with some online support.
- Feedback on work will happen as required with next steps learning shared via email or Teams.