

Southam Primary School
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 where national or 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?

Work will be uploaded on to Class Dojo for children.

Long term plans can be found on the school website

<https://www.southamprimary.com/parents/coronavirus-support>

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.

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:

Reception	3 hours a day Weekly learning overview shared with families Weekly detailed plans for Literacy, Maths and Phonics, along with any relevant resources. Throughout the week providing online support by posting videos of ourselves completing inputs to go with the planning, some live sessions to help stay connected with the children at home, feedback on work posted on Tapestry and answering any questions via Class Dojo. Children can update work on to Tapestry where teachers and teaching assistants will provide feedback.
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Year 1	<p>3 hours a day</p> <p>Daily work set on Class Dojo will be provided in a plan at the previous week with any additional daily resources required posted the day before.</p> <p>Daily interaction and core teaching input from the Class Teacher at 09:45am also provided as a pre-recorded video the night before for parents unable to access live.</p> <p>Live phonics session at 1:30pm Monday-Thursday for one phonics group in each class to be hosted by the Class Teacher.</p> <p>Virtual class assembly on teams with children at home and in school 2:30pm Tuesdays</p> <p>Live Story Telling on Monday-Wednesday at 2:30pm with the Class Teacher with opportunity for children to ask questions and teacher to feedback as appropriate.</p> <p>Opportunity for parents to communicate with class teachers every afternoon via email and Dojo</p> <p>Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.</p> <p>Class Teacher to monitor work and create live teaching input if required.</p>
Year 2	<p>3 hours a day</p> <p>Weekly work set on Class Dojo, weekly plan and resources uploaded and made available from the start of each week on the school website.</p> <p>Daily interaction and core teaching input from the Class Teacher at 1:15pm (Mon/Tue/Thur/Fri). The subject of the teaching input will vary depending on what we feel most valuable e.g. maths, literacy.</p> <p>Interaction and core teaching input from Class Teacher (HM) at 9:15am on Wednesdays</p> <p>Daily live links and video learning links will be posted on Class Dojo.</p> <p>Virtual class assembly on teams with children at home and in school 1:15pm Fridays</p> <p>Intermittent story recordings read by class teachers available for home learning children</p> <p>Opportunity for parents to communicate with class teachers every afternoon via email and dojo</p> <p>Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.</p>
Years 3 and 4	<p>4 hours a day</p> <p>Weekly plan for reading, spelling, literacy, topic and maths posted on Dojo on a Friday, with an additional literacy/plan for those children with additional learning needs.</p> <p>Daily worksheets set on Class Dojo the evening before</p> <p>Daily interaction and core teaching input from the non class based teacher twice a day. This will explain the work for the day and teachers will share a story with the children too.</p> <p>Opportunity for parents to communicate with class teachers via dojo. Non class based teacher will be available to answer questions throughout the working day.</p> <p>Children can upload work on to Class Dojo where teachers and teaching assistants will provide feedback.</p>
Years 5 and 6	<p>4 hours a day</p> <p>A timetable of work will be uploaded at the start of each week</p> <p>Daily work set on Class Dojo after the daily morning Teams meeting</p> <p>Daily interaction and core teaching input from the Class Teacher</p>

	<p>Interaction and core teaching input from Class Teacher</p> <p>Daily class story read by class teachers available for home learning children</p> <p>Opportunity for parents to communicate with class teachers via dojo and 2 Teams meetings each day (except Friday, where there will be only a morning meeting)</p> <p>Children can update work on to Class Dojo where teachers and teaching assistants will provide feedback.</p>
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- Teachers will organise a timetable/ rota within their phase team to cover live on line teaching sessions.

Accessing remote education

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

<p>Class Dojo</p> <p>Microsoft Teams</p> <p>Classroom Secrets for Kids</p>
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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:

<ul style="list-style-type: none"> • Whenever possible, laptops will be loaned to families who do not have ant digital access. • We will ensure families are aware that the school can help to provide additional data and will provide data cards and routers wherever possible. Information will be posted on Class Dojo. • Instructions re posted on Class Dojo on how families can use Xboxes and PlayStations to access online learning. The school will loan out keyboards and mouse to any families who request them. • Printed materials can be requested families do not have online access; these can be collected from the school entrance foyer. • Pupils can submit work to their teachers by dropping it off at the school entrance foyer if they do not have online access.

How will my child be taught remotely?

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

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

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?

- Families will agree to follow school online learning expectations
- Children will post work on Class Dojo
- Plans are shared with parents and parents will adapt the plans to meet their needs, the school appreciates that whilst home learning is taking place parents may also be working from home or there may be other siblings in the household also home learning.
- Parents should inform their child's class teacher if any issues they are experiencing and the class teacher will provide support.

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

In this section, please set out briefly:

- pupils' engagement with remote education will be monitored daily.
- where engagement is a concern, class teachers will contact families to find out what the barriers to learning are and then the school will put in place appropriate support.

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:

In this section, please set out briefly:

- Written comments about work uploaded will be used to assess and feed back on pupils' work
- pupils will receive feedback daily on their work

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:

Where children would normally receive additional support, the teacher will endeavor to provide differentiated work.

Additional support for families will be provided by the school SENCO.

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?

Learning plans for children who are self-isolating can be found in the school website

<https://www.southamprimary.com/parents/coronavirus-support>

Pupils can upload their work on to Class Dojo and the class teacher will assess and respond.