

# The St. Bart's Academy Trust Remote Education Provision



<b>Academy:</b>	<b>Hungerford Primary Academy</b>
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## Remote education provision: information for parents

This information was 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. It has been updated to include when pupils have restricted attendance or unable to attend for medical reasons but well enough to learn from 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?

#### Years 1-6

- Each Monday morning, class teachers will upload a pdf of the Maths and English flipcharts for the week onto Showbie for Years 1-6. These flipcharts will include a daily Maths and English lesson. Children also have access to Spelling Shed and TT Rockstars online games and activities.

#### Preschool and Reception

- Each Monday morning, class teachers will upload a weekly learning grid onto Tapestry for Preschool and Reception children. The grids include lessons for daily English, Maths, Phonics and Topic lessons. All parents have access to Tapestry.

### 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.
- Every day, children in **Preschool and Reception** will be provided with:
  - 1 x English lesson
  - 1 x Maths lesson
  - 1 x Phonics lesson
  - 1 x Topic lesson
- Every day, children in **Years 1-6** will be provided with:
  - 1 x Reading/SPAG/Phonics lesson
  - 1 x English lesson
  - 1 x Maths lesson
  - 1 x Foundation subject lesson (including Computing and Science)

## **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:

<p>Primary school-aged pupils</p>	<p><b>Preschool and Reception children 120 mins per day:</b></p> <ul style="list-style-type: none"> <li>1 x English lesson <b>45 mins</b></li> <li>1 x Maths lesson <b>45 mins</b></li> <li>1 x Phonics lesson <b>30 mins</b></li> <li>1 x Topic lesson <b>45 mins</b></li> </ul> <p><b>Year 1 and 2 children 210 mins per day:</b></p> <ul style="list-style-type: none"> <li>1 x Reading/SPAG/Phonics lesson <b>30 mins</b></li> <li>1 x English lesson <b>60 mins</b></li> <li>1 x Maths lesson <b>60 mins</b></li> <li>1 x Foundation subject lesson (including Computing and Science) <b>60 mins</b></li> </ul> <p><b>Year 3 and 4 children 270 mins per day: :</b></p> <ul style="list-style-type: none"> <li>1 x Reading lesson <b>45 mins</b></li> <li>1 x SPAG lesson <b>45 mins</b></li> <li>1 x English lesson <b>60 mins</b></li> <li>1 x Maths lesson <b>60 mins</b></li> <li>1 x Foundation subject lesson (including Computing and Science) <b>60 mins</b></li> </ul> <p><b>Year 5 and 6 children 270 mins per day:</b></p> <ul style="list-style-type: none"> <li>1 x Reading lesson <b>45 mins</b></li> <li>1 x SPAG lesson <b>45 mins</b></li> <li>1 x English lesson <b>60 mins</b></li> <li>1 x Maths lesson <b>60 mins</b></li> <li>1 x Foundation subject lesson (including Computing and Science) <b>60 mins</b></li> </ul>
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## Accessing remote education

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

### Preschool and Reception:

All parents have a Tapestry account and work is uploaded to this platform. Tapestry is monitored by class teachers and Teaching Assistants. This is the main vehicle used for remote education as it provides parents and teachers the opportunity to communicate with each other.

### Years 1-6:

All pupils have a Showbie account with a user name and password. This is the main vehicle used for remote education as it provides pupils and teachers the opportunity to communicate with each other.

Pupils also have access to Spelling Shed and Times Table Rock Stars with a user name and password.

## **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:

The Department for Education (DfE) is providing laptops and tablets to schools to help children and families access remote education during coronavirus (COVID-19). Currently, the school has received a limited number of these devices. Parents have been asked to contact the school if children do not have digital or online access at home. The school has prioritised vulnerable children in the first instance to be lent a device. The school is also able to provide internet access to children upon request through the form of a data sim card.

### **Preschool and Reception:**

All parents have activated their Tapestry account. Lessons have been carefully designed so that no additional resources or equipment is needed. Paper packs of activities are available to pupils if requested through the school office. Children's work can be uploaded to Tapestry or brought into school upon the child's return to class.

### **Years 1-6:**

Paper copies of the Reading/SPAG, English, Maths and Topic lessons are available on Monday mornings to be collected from the school office. Children's work can be uploaded to Showbie or brought into school upon the child's return to class.

## **How will my child be taught remotely?**

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

Predominantly the work produced for children will be designed, planned and produced by the class teachers.

Teachers may produce a pre-recorded video, explaining the day's tasks, uploaded onto Showbie or Tapestry.

The lessons will be sequential and in the form of a flipchart pdf. The flipcharts will be uploaded to Showbie or available as paper copies from the school office (Y1-6)

#### **Resources:**

- Maths include Power Maths, White Rose and the Oak Academy resources.
- Reading/Phonics include Get Epic, Oxford Reading Tree, Phonics Play and Pathways to Read.
- English include Pathways to Write and the Oak Academy.

## **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 pupils to engage with the remote education provided by school. The lessons reflect the what the children would be learning if they were in school. Each class teacher has planned and prepared the lessons with the specific cohort of children in mind.

We expect parents to support their children's education. Whilst, we acknowledge this can be difficult at times, school is available to help and support parents with any questions or queries they may have. Fortnightly telephone calls to parents will be made by class teachers to check welfare and progress.

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

Children's engagement with remote education will be closely monitored by school on a daily basis.

In Preschool and Reception, Class teachers and Teaching Assistants will be accessing Tapestry daily and responding to children's work and achievements. If there is no interaction with home learning tasks, then contact with parents will be made by telephone. Text messages will also be sent if children's engagement is inconsistent.

In Years 1-6, Class teachers and Teaching Assistants will be accessing Showbie daily and responding to children's work and achievements. If there is no interaction with home learning tasks, then contact with parents will be made by telephone. Text messages will also be sent if children's engagement is inconsistent.

### **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:

#### **Preschool and Reception:**

Tapestry allows Teachers and Teaching Assistants to Like, Comment or Post a response to the children's work. All uploaded work is responded to. Class dojos are awarded to children for exceptional work. Work and effort may also be celebrated on Twitter and on class videos. Children, who are completing paper work packs, may return their work to school and receive feedback in the form of texts and emails. Also, parents may email children's work into school at the end of each week for the attention of the class teacher. This work will be acknowledged and feedback will be provided.

#### **Years 1-6:**

Showbie allows Teachers and Teaching Assistants to respond with an emoji or post a comment as a response to the children's work. All uploaded work is responded to. Class dojos are awarded to children for exceptional work. Work and effort may also be celebrated on Twitter. Children, who are completing paper work packs, may return their work to school and receive feedback in the form of texts and emails. Also, parents may email children's work into school at the end of each week for the attention of the class teacher. This work will be acknowledged and feedback will be provided.

### **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:

The school is open to all children with an EHCP. However, for those children at home choosing to stay at home, supplementary measures have been put in place. These include:

- Personalised work is set and emailed/sent out to children who are Below or Well Below Are Related Expectations in Reading, Writing or Maths.
- Weekly telephone calls.
- Where appropriate, teaching assistants to contact parents of children they work specifically with (EHCP children).
- Speech and Language plans and additional resources are provided as paper copies.
- For younger children, personalised videos are made and provided by school staff.

### **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?**

If a child is self-isolating and the rest of the class/bubble is in school, the work will be uploaded to Tapestry/Showbie as detailed previously. The expectation is that the child brings all work completed back into school on their return to school or it is uploaded to Tapestry/Showbie. School staff will monitor the online learning platforms regularly and will provide feedback and support where necessary. There are no differences in remote education than previously stated.