



# **Coombe Bissett Primary**

## **REMOTE EDUCATION PROVISION**

### **INFORMATION FOR PARENTS**



**Below is the DfE template for our school provision for remote learning. This provides no further information for parents than that which has already been provided in the January Lockdown Plan, September Plan, and other documents already issued and on the school website.**

## 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?

Since October, Coombe Bissett Primary have been providing full homelearning planning for any child who has been off-school as a result of Covid. There is no different provision for one or two days, as opposed to longer term. This is accessed via the school Tapestry account for Oak Class or via the School's Google Classroom Account for Elm, Fir and Ash classes. All pupils have also been issued with the homelearning packs of Maths, SPAG, homework, toolkits, wipeboards and exercise books in the event of homelearning.

#### 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. We are currently not providing Computing or MFL (KS2) due to the desire to provide 'catch-up' in core skills for all pupils, and to minimise the increased 'screen time' all children (homelearners and in-school learners) are experiencing at present.

### 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:

Key Stage 1	The national guidance is 3hrs. We are setting full days of 5hrs, but only
-------------	---

	expect the core subjects to be delivered by parents.
Key Stage 2	The national guidance is 3hrs. We are setting full days of 5hrs, but only expect the core subjects to be delivered by parents.
Key Stage 3 and 4	N/A

## Accessing remote education

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

**Oak = Tapestry and the class email.**

**Elm, Fir, Ash = Google Classroom and the class emails.**

**We have subscriptions for home use in the following:**

- KS1 can access busybees – phonics
- Times tables rockstars – times tables
- Mathletics – maths
- Letterjoin – handwriting and SPAG
- Espresso – for all subjects particularly foundation subjects
- Fischy Music – collective worship and singing
- Picture News – for weekly current affairs based activities

**Teachers are providing daily video modelling of:**

- Phonics
- Reading and Comprehension – our Reading Spine

**We are providing 10minute weekly 1:1 face-to-face sessions with every homelearner:**

- 1x from the class teacher on a specific aspect that the child needs support / development
- 1x from the class learning support assistant for reading

**We are providing weekly small group 20minute sessions for homelearners:**

- Elm = phonics
- Fir and Ash = alternate weeks English and Maths as per the unit of work

**We are providing online weekly feedback and next steps for homelearners:**

- 1x English
- 1x Maths
- 1x foundation subject piece of work
- Questions they may have on a daily basis as required

**We link parents to:**

- Online lessons using Oak National Academy, BBC Teach, NCTEM, White Rose, Letters and Sounds,
- Online resources for PE – Joe Wicks, GoNoodle, CosmicYoga, and through our PE Coaches – PH Sports

**Daily collective worships by the Headteacher and the clergy are issued via youtube**

## **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:

### **ALL pupils are issued the following non-digital based material:**

- A Reading Spine book
- Toolkits for writing, spelling and maths
- A pack of workbooks from CGP containing: Maths, Maths fluency, SPAG
- A pack of homework workbooks containing: Maths, Reading Comprehension
- A pack of 4x daily tasks each week for maths fluency
- A weekly spelling list
- Exercise books for recording their homelearning
- EYFS pupils have maths funbags
- KS1 pupils have a change of reading scheme book issued each week
- KS1 pupils have worksheets / spelling sentence strips issued each week

**For those that cannot access online resources they can collect printed copies on a weekly basis from the school and they can return completed work for marking and feedback at that same time.**

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

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

- live teaching (online sessions both 1:1 and in small differentiated focus groups)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 homelearning parents to engage in the following:**

- Weekly homework
- Phonics / Spelling
- Reading Spine
- 1:1s and small group sessions
- Maths and English sessions – we provide 'key learning' points in our homelearning planning for those that may struggle to do the full English and maths lesson each day
- Fluency maths

**The foundation subjects are offered, as is collective worship, but these are a bonus, not an expectation.**

**The range of 'additional learning' ideas developed in lockdown 3 are also still available on the website.**

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

**We will check by:**

- Teachers hold registers for requested work being returned each week – the requested work often builds on the work through the week
- Attendance registers at 1:1 face-to-face sessions and group sessions where you can show your work throughout the week, discuss your learning
- Parents emailing / returning other work at anytime
- The SENCO monitoring on a weekly basis the SEN children – through weekly calls
- The Disadvantaged learner lead monitoring disadvantaged learners through weekly calls

**You will be informed if there are concerns via:**

- A telephone call or email from the class teacher
- A telephone call or email from the headteacher

**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:

Teachers use formative assessment approaches:

- Marking the work returned
- Online quizzes
- Tracking progress on online subscription platforms such as Times Tables Rockstars and Mathletics
- Visually and verbally in 1:1s and focus group sessions

Feedback (including next steps) will be given in:

- Written or verbal feedback against requested work (see section above)
- Verbal feedback in the 1:1 face-to-face or small focus group sessions

## **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:

- We produce 'key learning' indicators and differentiated task / model inputs as required
- We produce specific packs for individual learners
- We produce a '10minute' daily parent intervention that the parent can deliver at home – tasks that meet some aspects of the child's provision mapped needs
- We hold regular reviews with parents
- Each week the SENCO contacts SEN pupil parents to discuss how things are going, what needs adapting
- Each week there are 2x 1:1 face-to-face sessions for all pupils, SEN pupils work on their specific needs in these sessions.

## **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?**

There is no difference in the offer.