

Remote Learning Provision at KPINS:

Information for Parents/Carers.

Introduction.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education from the school where national or local restrictions require entire cohorts (or bubbles) to remain at home.

What is remote learning?

Remote learning: a broad term encompassing any learning that happens outside the classroom, with the teacher not present in the same location as the pupils.

The remote curriculum: what is taught to pupils at home.

A pupil's first day or two of being educated remotely may look different from our standard approach, in the event of a school closure while we take all the necessary actions to prepare for a longer period of remote learning.

What should parents and pupils expect from immediate remote education in the first day or two of pupils being sent home?

Activity packs and useful resources to support on-going learning will be collated and provided. This may include any of the following items depending on the age of the learners:

- Phonics grids
- 100 square
- Number line

Activities and worksheets covering the basic skills of reading, writing and maths.

Following the first few days of remote education.

We teach the same curriculum remotely as we do in school, whenever possible and appropriate. The school aims to mimic the school day and content as much as it is practically able by providing carefully sequenced learning and tasks to ensure that pupils obtain the building blocks they need to move on to the next steps. However, we may be required to make some adaptations in some subjects due to the way they would be delivered if the children were in schools. For example, where new topics, skills and knowledge may need to be taught. We will endeavour to identify and provide links to recorded lessons or slides as input to help support learning followed by opportunities to practice via the task set.

Remote teaching and study time each day.

We expect that remote education (both taught and independent work) will take pupils broadly the following number of **hours each day**:

Nursery	A minimum of 2 hours per day
Reception	A minimum of 2.5 hours per day
Years 1 & 2	A minimum of 3 hours per day

Accessing remote education.

All parents will be provided with a Class Dojo password to register and their child's MyUSO login and password in order to access the school's managed learning platform. These will be used to access our remote learning in addition to any links that the class teachers include within their planning.

Through the school's managed learning platform, parents and pupils will be able to access licensed software and programmes such as:

- Bug Club to support daily reading
- J2 blast to support spellings
- Teach your monster to read to support with phonics and reading
- Study ladder
- Busy things
- Links to Bitesize videos
- And more.

If a child does not have digital or online access at home, how can you support them to access remote learning?

We recognise that some pupils may not have suitable online access at home. Unfortunately, the school does not qualify for the government initiative to provide free laptops and tablets for schools to loan out to parents. Infant age pupils do not meet the eligibility criteria as this provision is only available to pupils from Year 3 and higher.

In such instances the school takes the following approaches to support those pupils to access remote education:

Where access to digital or online access at home is limited we endeavour to offer support by making available paper copies of any work/activities provided to the pupils on line to be completed.

A member of the school staff will make contact to arrange daily collection of work from the school office.

Once the work is completed parent/carers are expected to take a photograph and upload it into their child's portfolio access via MyUSO – J2 homework or sent it to the class teacher via Class Dojo. (Staff will not handle any paper copies of completed work in line with our COVID-19 risk assessments).

In exceptional cases for some learners, (in line with the government guidance at the time & eligibility criteria) opportunities to attend school may be provided. This is very much based on

parental choice and in line with the school's risk assessment and capacity to safely operate school provision at the time (If a place for a child is declined it may not be available at a later date as the places would then be allocated to another eligible pupils).

How you can expect your child to be taught remotely?

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

- Recorded teaching (Bitesize or short video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Access to Bug Club to support with reading
- Commercially available websites supporting the teaching of specific subjects or topics including video clips or sequences
- PowerPoints either created by the teacher or from educational resources

Engagement and feedback

The school has an expectation that all parents/carers will support their child to engage with the remote learning whilst at home each day.

We expect parents to:

- support but, **NOT** do the work/tasks for their child. Therefore, allowing the child to develop the dispositions of an effective learner such as independence and perseverance
- set routines at home to support their child's education
- ensure that their child has an appropriate space and environment conducive to supporting learning and concentration which is always supervised
- do their best to ensure their child completes the expected minimum daily learning hours as stipulated
- upload completed work into their child's portfolio in MyUSO - J2homework or via Class Dojo to enable the class teacher to provide feedback and monitor work streams.

How will the school check whether a child is engaging with the learning and the support that parents/carers should be providing at home?

As stated above parents/carers are expected to upload completed work preferably daily but at least every other day, into their child's portfolio or send it to the class teacher via Class Dojo. The school adults will then monitor that pupils are engaging with the learning and provide regular feedback in line with the school's marking and feedback practice.

Where the level or lack of engagement raises concerns we will contact the parent/carer and work with them to address the matter by making the schools expectation very clear and look to address any barriers impacting on engagement. Remote learning during these unprecedented times is still a compulsory part of a child's education.

How will the school assess a child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual pupils. Staff will use other means of assessment and feedback such as quizzes marked automatically via digital platforms such as Study Ladder.

Our approach to feedback on pupils work is as follows:

Staff will provide regular constructive feedback on tasks and activities completed and uploaded into the pupils' individual folder in J2homework or via Class Dojo. Feedback will be linked to the success criteria, next steps will be written and shared where applicable.

Additional support for pupils with particular needs

How will the school work with parents to help where a child requires additional support from adults at home to access remote learning?

We recognise that some pupils, for example those 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:

- provide differentiated tasks that are pitched at the appropriate level of ability for the learner
- suggest more practical and achievable tasks to be completed which support retention and learning but do not place additional pressures and burden on the parents/carers
- facilitate video calls/ recorded sessions where staff can model & demonstrate strategies parents can use with their child
- provide links and make referrals to other professionals who are best placed to provide additional resources and support
- provide activities to support speech and language targets for pupils with an allocated therapist and on their caseload
- for specific pupils the school may be in a position in line with the government guidance at the time, to be able to offer provision at school, thus enabling the child to attend school daily in order to best manage their specialised learning and support needs.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the school has a system in place to inform the class teacher who will commence sending remote learning tasks daily via Class Dojo. The tasks will be similar to the ones given to the pupils in class, so that the pupil is receiving learning and curriculum that mirrors as much as possible the curriculum coverage provided in school and sequenced in a similar way. The aim is to minimise the disruption presented by the need to self-isolate on progress and attainment as much as possible.

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