# Ackworth Howard C of E School

Educating for 'life in all its fullness.'
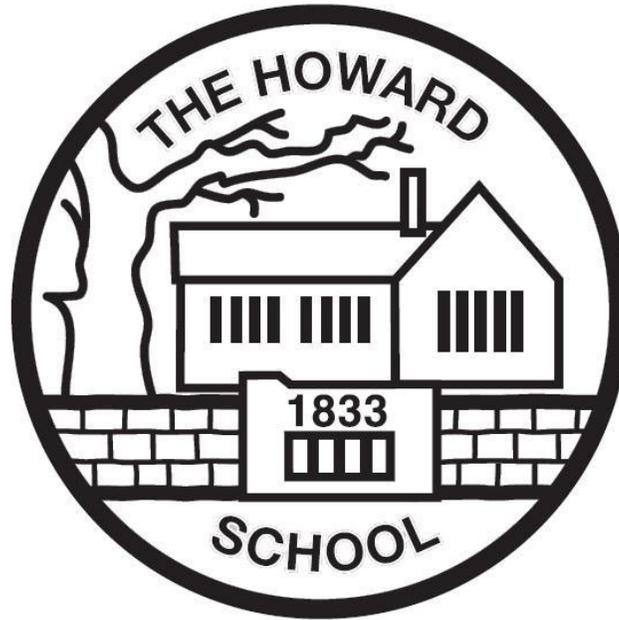
Remote Education Provision

"Pupils know more, remember more and can do more."

Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to our families 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 document.

You can find out more about our remote education and the control measures we have in school on our school website.

The remote curriculum:
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. Where possible we will ensure our normal curriculum coverage as set out in the curriculum sections of our website.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?
Children are able to access remote learning immediately through the Google Classroom (Years 1-6) and Tapestry (Nursery and Reception). These platforms are now well known to the children and where support is required, parents can contact school for guidance.

Teachers will set appropriate work for their classes via the learning platforms – Google Classroom/Tapestry. This will include some live lessons, opportunities for live interaction, pre-recorded lessons and appropriate resources to ensure that learning continues in line with our curriculum.

If children do not have the required stationary, resources or technology to support remote learning or they have problems accessing the Google Classroom or Tapestry, parents can contact school for help. A number of laptops that families can access should they require this support are also available.

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 aim to teach the same curriculum remotely as we would do in school wherever possible and appropriate. However, some adaptations in some subjects will be necessary. There may be some subjects such as art and design & technology that rely on access to specific resources and equipment that children do not have access to at home. In these cases, alternative work will be designed that is linked closely to our curriculum. The class teacher will make a decision on the relevance of the content and what fits best with what has been taught in class. The learning taught is new to the children and builds on the work done in class prior to any isolation or lockdown period.

Remote Education Provision: Information for Parents

Remote teaching and learning 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	3 hours a day on average, with less for younger children
Key Stage 2	4 hours a day

This time is made up of teacher inputs, independent learning time, independent reading sessions and the use of home learning platforms such as Mathletics and Spelling Shed where tasks are set by teachers. This is not a definitive list and other learning assigned by class teachers could be available.

Accessing remote education

How will my child access any online remote education?

Children are able to access remote learning through the Google Classroom (Years 1-6) and Tapestry (Nursery and Reception). These facilities are now well known to the children and where support is required, parents can contact school for guidance. Information is provided to parents on how to set up the learning platforms through communications from the school. This includes information such as Google Classroom passwords.

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 access to technology at home. School will work with families to ensure that digital or online access is not a barrier to remote learning. Families can contact school and discuss how best to provide support for children. This can include providing printing, resources and stationary to support remote learning, technological support and guidance, internet support and the loaning of laptops for the period of absence due to Covid. A clear protocol has been developed for the loaning of technology to support remote learning.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. We are using Zoom to provide face to face teaching opportunities. Pupils will be provided with a mixture of live lessons, phonics inputs, story times, assemblies and independent learning time relevant to their age group. Pupils are able to access these sessions via Zoom links provided in the Google Classroom and Tapestry. This provision provides pupils with some opportunities to interact with their teacher as if they were in the classroom. Teachers will provide lesson inputs, encourage discussion and provide feedback to pupils. Learning can be accessed on laptop devices, mobile phones, tablets and games consoles.

# Remote Education Provision: Information for Parents

We are using the Google Classroom to set assignments, distribute resources and feed back on work. Pupils are able to download worksheets, see links or videos linked to the lessons, as well as uploading their work for a teacher to see. Teachers will look at all work, feedback will be given using a whole class approach. Individual comments may be provided where needed but children should expect their teacher to provide feedback on the whole class's work during the next session.

All of our live lessons are delivered with our risk assessment in mind and we have high expectations of conduct. Where possible a second adult will be available within the classroom or on the Zoom session to support the learning process. The chat function will be enabled so that all messages are only sent to the host.

When will learning be available to access on the Google Classroom and Tapestry?

In the Early Years, learning materials for the week will be available on Tapestry from 6pm each Sunday. Weekly activities are planned for each area of learning for children to access throughout the week. During the morning 'getting ready for learning' Zoom sessions, Mrs Tordoff will outline the planned activities the children in school will be completing during the day.

In Years 1-6, learning materials will be uploaded as early as possible each day. Teaching is informed by prior learning and responds to previous lessons. Evidence suggests that this approach leads to greater gains in learning and teachers need time to review previous session outcomes. The school will endeavour to upload work as early as possible.
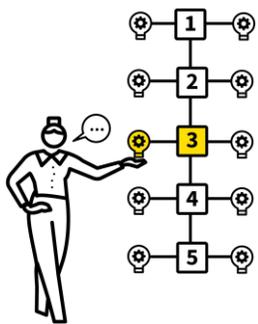
PRESENT NEW MATERIAL USING SMALL STEPS
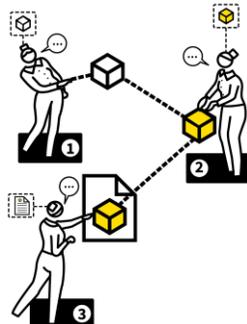
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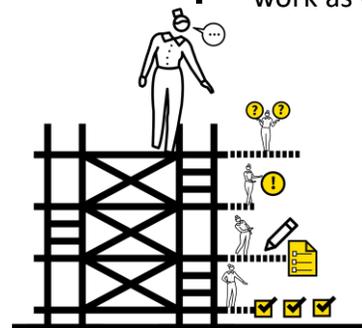
PROVIDE SCAFFOLDS FOR DIFFICULT TASKS
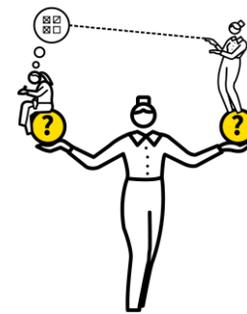
ASK QUESTIONS
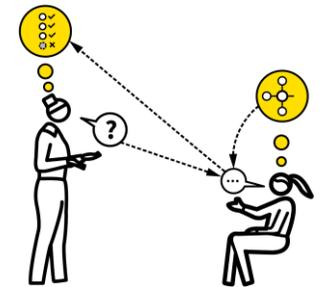
CHECK FOR STUDENT UNDERSTANDING

ROSENSHINE'S PRINCIPLES OF INSTRUCTION

Remote Education Provision: Information for Parents

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?

All children are expected to engage with remote learning and those not engaging will be contacted by their teachers to identify any barriers and to establish what further support is required.

Parents will be supported with regular updates and sign posting to resources through our website, links on the learning platforms and through the Headteachers weekly newsletters. This will include support to establish remote education routines and advice on how to support their children's education.

What if a child's engagement with remote learning is irregular or limited, or parents are struggling to support the child with learning at home?

Throughout the isolation period, teachers will regularly monitor engagement in the remote education of their pupils. Where engagement is limited or irregular, class teachers will undertake welfare calls to discuss why this maybe the case. To help families engage more consistently, additional support may be required such as access to devices, provision of data allowances, telephone support etc. The calls will also check on welfare issues as well as engagement in remote education.

If a lack of engagement continues with remote learning, the Learning Mentor will undertake a welfare call to explain the expectation that parents/carers must support children in ensuring that they engage with the work as outlined. If engagement does not improve, school will liaise with other agencies.

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. Teachers will look at all work, feedback will be given using a whole class approach which is in line with our school policy. Individual comments may be provided where needed but children should expect their teacher to provide feedback on the whole class's work during the next session.

| READ THROUGH STUDENTS' WORK | NOTE THE STRENGTHS | NOTE AREAS FOR IMPROVEMENT | GIVE THE FEEDBACK | GIVE IMPROVEMENT TIME |
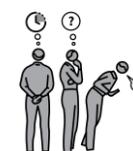
WHOLE-CLASS FEEDBACK
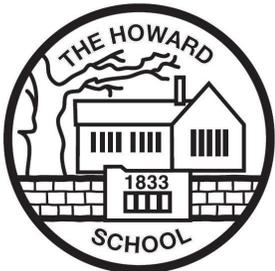
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Additional support for pupils with particular needs

How do we support children who are finding the work difficult or not keeping at the same pace?

The expectation is that all children will access the same curriculum within the mastery approach we adopt as a school. In order to ensure children can access this curriculum, they can be provided with a number of tools such as scaffolding support materials which could include word banks, concrete materials, knowledge organisers and a number of other learning tools. Some pupils also require further support strategies and may be offered tailored support from teaching assistants and through remote interventions. If parents/carers think their child is finding the learning difficult they are encouraged to speak to the class teacher who will be able to advise.

Pupils who require additional support with their learning or intervention may be offered breakout rooms or individual/small group sessions via zoom with a member of staff.

Twice a week (minimum), each class will hold a 'learning clinic' where the class teacher will be available for a half an hour slot to discuss any learning issues children may be having. More information about this is provided on the learning platforms.

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. Additional measures are considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

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. Remote education will continue in the same way as outlined throughout this document. However, live learning opportunities will not be available.

In the event of individual isolation, the class teacher will work with families to ensure that children are provided with appropriate home learning, and we will maintain regular contact with families and pupils to ensure appropriate input and feedback.

Our Remote Education Provision

Face to Face Teaching

We are using Zoom to provide face to face teaching opportunities. Pupils will be provided with a mixture of live lessons, phonics inputs, story times, assemblies and independent learning time relevant to their age group. Pupils are able to access these sessions via Zoom links provided in the Google Classroom and Tapestry.

This provision provides pupils with some opportunities to interact with their teacher as if they were in the classroom. Teachers will provide lesson inputs, encourage discussion and provide feedback to pupils. Learning can be accessed on laptop devices, mobile phones, tablets and games consoles.

Curriculum

We aim to teach the same curriculum remotely as we would do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. The learning taught this lockdown is new to the children and builds on the work done in class prior to the Christmas holidays. Pupils can expect to have 1 literacy, maths and topic activity (not always live) each day in Key Stage 1 and Key Stage 2. Ackworth Howard Curriculum

Feedback and Marking

We are using Google Classroom to set assignments, distribute resources and feed back on work. Pupils are able to download worksheets, see links or videos linked to the lessons, as well as uploading their work for a teacher to see. Teachers will look at all work, feedback will be given using a whole class approach. Individual comments may be provided where needed but children should expect their teacher to provide feedback on the whole class's work during the next session.

Safeguarding

All of our live lessons are delivered with our risk assessment in mind and we have high expectations of conduct. Where possible a second adult will be available within the classroom or on the Zoom session to support the learning process. The chat function will be enabled so that all messages are only sent to the host. Our Learning Mentor is available for sessions online where children are accessing this support. School Reopening Guidance

Expectations

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 – 3 hours
Key Stage 2 – 4 hours

Support

Pupils who require additional support with their learning or intervention may be offered breakout rooms or individual sessions via zoom with a member of staff. Please also contact school if you require stationary, resources, printing or access to technology support. Welfare calls will be undertaken for pupils not accessing remote education.   (Contact admin@howard.wakefield.sch.uk)