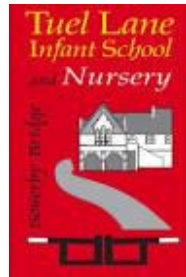


Tuel Lane Infant School



Remote Education Provision: Information for Parents

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This information is intended to provide clarity and transparency to pupils, parents and 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 when 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?

During periods of lockdown, home learning will be emailed out to all families each week.

In the event of a critical worker/ vulnerable bubble closure, the children should access the home learning that has been emailed out to them.

In the event of a bubble closure when school is open more widely, a ten-day home learning pack will be emailed out to families within a day of their child being sent home. Paper copies are available where required.

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 e.g. to take into account the resources that families can access easily in subjects such as art, PE and science.
- It is important to note that much of the curriculum across our school, and especially in Nursery and Reception, is based around hands on experiences, group work and extended play and conversations with children. As such, it is very challenging to replicate much of this curriculum at home. We have worked to provide learning activities which combine the skills and knowledge focus that would be set out in school whilst remaining mindful of the challenges in replicating this at home.

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 will take pupils broadly the following number of hours each day:

EYFS (Nursery and Reception)	Around 1 hour per day of learning activities for Nursery and 2 hours for Reception
Key Stage 1 (Years 1 and 2)	Around 3 hours of learning activities per day

Accessing remote education

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

Home learning will be sent out weekly to parent's email address. Should any passwords be required to access any of the links provided, these will be sent within the home learning pack.

Printed home learning packs will be sent/ delivered/available to collect from school for any families who require these. A whiteboard, pen and rubber will be provided to each child to support them in accessing phonics and spelling activities. Resources such as paper, pencils can be provided by school on request.

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 easy online access at home. We take the following approaches to support those pupils to access remote education:

- Providing printed copies of resources for any families who require these. Please contact admin@tuellane.calderdale.sch.uk if you wish to request paper copies.
- Unfortunately, Government schemes for Laptop/ Broadband provision are only open to children in Year 3 and above. We have been in contact with Calderdale Local Authority and are awaiting further advice as to what support our families can access. Any families having issues with device/ internet access should contact school.
- Families accessing paper home learning packs should take photographs of their child's work and email these to class email addresses for teacher feedback.

How will my child be taught remotely?

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

Nursery

- A weekly recorded lesson from the class teachers, often reading the focus book for the week and introducing the week's learning.
- Recorded teaching from Oak National Academy, Hungry Little Minds, Tiny Happy People and BBC Bitesize.
- Practical activity suggestions linked to the EYFS areas of learning.
- Calderdale's 50 things to do before you're 5 <https://calderdale.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five>
- Printed paper packs produced by teachers, including rhymes, language, fine motor and maths activities.
- Access to Coram Life Education (SCARF) for Personal, Social and Emotional Development activities.
- Access to Discovery Espresso Education for activities covering all areas of learning.
- A weekly Zoom session during which children are encouraged to share and celebrate their home learning; parents can ask questions and receive explanations and children are able to interact with their teachers and peers.

Reception

- A weekly recorded lesson from the class teachers, often reading the focus book for the week and introducing the week's learning.
- Additional recorded lessons from class teachers to address particular areas of the curriculum, in particular in response to parent queries: e.g. how we teach children to write a sentence.
- Recorded teaching from Oak National Academy, White Rose Maths and BBC Bitesize.
- Recorded PE sessions from our own PE coach, Matt.
- Calderdale's 50 things to do before you're 5 <https://calderdale.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five>
- Daily maths activities, usually following the White Rose Maths curriculum followed in school.
- Daily English activities produced by the teacher, with a variety of practical and worksheet-based focus.
- Daily phonics activities with recorded lessons introducing new sounds from Twinkl.
- Practical activity suggestions linked to the EYFS areas of learning.
- Printed paper packs produced by teachers including fine motor and handwriting activities.
- Access to Coram Life Education (SCARF) for Personal, Social and Emotional Development activities.
- Access to Phonics Play to develop phonics knowledge.
- Access to Reading Eggs for e- books and phonics activities linked to the child's individual reading level.
- Access to Discovery Espresso Education for activities covering all areas of learning.
- A weekly Zoom session during which children are encouraged to share and celebrate their home learning; parents are able to ask questions and receive explanations and children are able to interact with their teachers and peers.

Year 1

- A weekly recorded lesson from the class teacher, often reading the focus book for the week and introducing the week's learning.
- Additional recorded lessons from class teachers to address particular areas of the curriculum, in particular in response to parent queries: e.g. how we teach children to add and subtract in year 1.
- Recorded teaching from Oak National Academy, White Rose Maths and BBC Bitesize.
- Recorded PE sessions from our own PE coach, Matt.
- Daily maths activities, usually following the White Rose Maths curriculum followed in school.
- Daily English activities produced by the teacher.
- Daily phonics activities with recorded lessons introducing new sounds from Twinkl or Letters and Sounds for Home and School.
- Practical and paper- based activities for the foundation subjects following the school curriculum.
- Access to Coram Life Education (SCARF) for Personal, Social and Emotional Development activities.
- Access to Phonics Play to develop phonics knowledge.
- Access to Reading Eggs for e- books and phonics activities linked to the child's individual reading level.
- Access to Discovery Espresso Education for activities covering all areas of learning.
- A weekly Zoom session during which children are encouraged to share and celebrate their home learning; parents are able to ask questions and receive explanations and children are able to interact with their teachers and peers.

Year 2

- A weekly recorded lesson from the class teacher, often reading the focus book for the week and introducing the week's learning.
- Additional recorded lessons from class teachers to address particular areas of the curriculum, in particular in response to parent queries: e.g. how we teach children to multiply and divide in year 2.
- Recorded teaching from Oak National Academy, White Rose Maths and BBC Bitesize.
- Recorded PE sessions from our PE coach, Matt.
- Daily maths activities, usually following the White Rose Maths curriculum followed in school.
- Daily English activities produced by the teacher.
- Daily phonics and spelling activities.
- Practical and paper-based activities for the foundation subjects following the school curriculum.
- Access to Coram Life Education (SCARF) for Personal, Social and Emotional Development activities.
- Access to Phonics Play to develop phonics and spelling knowledge.
- Access to Reading Eggs for e books and phonics activities linked to the child's individual reading level.
- Access to Discovery Espresso Education for activities covering all areas of learning.
- A weekly Zoom session during which children are encouraged to share and celebrate their home learning; parents are able to ask questions and receive explanations and children are able to interact with their teachers and peers.

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?

Our expectations are that you:

- Engage with the learning that is sent home and ask us questions via class email, phone calls and Zoom sessions if you need further explanations.
- Send us examples of your child's learning regularly via email so that we can provide feedback and support and plan the next steps of learning for your child.
- Support your child in joining the weekly class Zoom.
- Where you can: find a quiet place to work, ensure that you have the resources that you need such as pencils, paper etc. Contact school if you need support.
- It may be helpful to set up a simple timetable with your child that works with your other commitments as a family. School can support with this and provide visual timetables etc. For Reception-Year 2 learning has been planned sequentially, with tasks for key subject areas broken down for each day of the week. Learning for the foundation subjects (such as science and art) has been planned for you to fit into your week as you see fit. Again, school can support with planning your time: please get in touch with your class teacher on the class email address.
- If we are concerned about engagement with home learning, we will phone the family and plan together to support parents and their child.

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

- Due to the young age of the children in our school, they will need parental support to access elements of their remote learning and gaining feedback- in particular, photographing completed work and emailing it to their teacher.
- Teachers keep registers of which children attend the weekly Zoom sessions, and engagement through emailed work in is monitored.
- If we are concerned about engagement with home learning, we will phone the family and decide together how to support them and their child.

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:

- As with all forms of assessment, we take a very holistic approach due the very young age of our children.
- We will be watching and listening carefully on the weekly Zoom sessions and providing verbal feedback.
 - Teachers will respond via email to photographs of home learning, providing feedback and next steps where appropriate.

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:

- Personalised work packs for children with SEND, for example Speech and Language support and work towards their individual targets.
- Regular phone calls with families where children have SEND.
- Teachers liaise with the SENDCo to plan for children with additional needs and consider how their individual learning needs can best be supported at home.
- Families can make an appointment with the SENDCo to speak by telephone or via Zoom if they need specific advice or support from other agencies.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but most of their class/peer group remains in school, how remote education is provided may 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?

During periods of lockdown, the education provided for any child not attending critical worker/ vulnerable provision due to self-isolation will not differ from the approaches described above.

When school is open more widely, children who are at home self-isolating for 10 days will be provided with a work pack with paper-based learning activities along with links to recorded online lessons from Oak National Academy, BBC Bitesize and White Rose Maths.

Teachers will be available via email to provide feedback and support.

Class teachers will also be in touch each week by telephone.

Key contacts

If you have any questions or need support with remote learning, please contact Lorraine Booth or Judy Shaw by email:

head@tuellane.calderdale.sch.uk or by telephone 01422 831221.

To request paperwork packs or if you need stationary resources, please contact Lindsay Hibbert in the school office by email:

admin@tuellane.calderdale.sch.uk or by telephone 01422 831221