



## **Remote Learning 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?**

From the first day of working remotely the academy will provide learning for pupils to complete using SEESAW (KS1 and KS2) and Tapestry for EYFS. This will give links to online tutorials and videos as well as lessons through educational sources such as Oak academy and White Rose Maths.

The academy aims for teachers to record a video of themselves (unless they are ill themselves) explaining to the children about the change in approach to remote education and what the new approach will entail.

Staff will give feedback to pupils from day one on Seesaw and Tapestry. Children are also directed to use the other online subscriptions the academy has: Matheltics, TT Rockstars and Nessy. Children are also expected to read daily and practise their spellings daily as per the normal academy home learning expectations.

**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?**

At Carr Lodge, 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. For example, if a new area of learning was about to be introduced prior to lockdown it may not be appropriate for this to begin without face to face teaching and plans may be adapted. Science investigations and Art Skills may not be practical without specialist resources needed so these lessons would be adapted accordingly to fit the everyday items families have at home.

Teachers are still available through academy hours 08:30-15:30 and will give pupils feedback on their learning, deliver live lessons or feedback sessions at points across the week and monitor all learning being submitted.

Daily work will be uploaded to the appropriate platform for each key stage: Tapestry (FS) and SeeSaw (KS1 and KS2).

A weekly timetable of lessons will be uploaded to Seesaw and Tapestry for pupils and adults at home to follow. This should be set to upload at 8:30 on a Monday morning.

Teachers are expected to provide daily learning for the pupils in their year group. Year group colleagues may wish to divide the work load so that each teacher is responsible for different subjects. Year group colleagues will be expected to manage daily learning and in the event of a colleague absence, the online learning must be sustained by the remaining year group teacher with the support of their Phase Leader.

Work is required to be set by 3pm for the following day to ensure that pupils have access to their learning and adults at home are able to plan their child's daily routine accordingly.

Phase Leaders will be responsible for overseeing the learning that is being set within their phase, provide feedback to teachers and meet to discuss consistency across school in the case of more than one bubble isolating.

All pupils will have access to a weekly live lesson these are to focus on Social Emotional Mental Health and give children the opportunity to see their peers and teachers in a non-academic manner and celebrate the achievements of the week.

## 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:

EYFS-timing as appropriate	<ul style="list-style-type: none"><li>• Phonics Lesson</li><li>• Reading (modelled by the teacher)</li><li>• Writing – key words or mark making activity</li><li>• Maths Lesson – counting together, basic number</li><li>• Practical play session – teacher modelling play-based learning linked to a topic</li><li>• Physical Activity</li><li>• NOTE: Extension activities can be provided to support extending more-able pupils.</li></ul>
Key Stage 1 (3 hours)	<ul style="list-style-type: none"><li>• Reading together session-15 minutes</li><li>• Writing session (focus on transcriptional skills in small chunks)- 30 minutes</li><li>• Phonics lesson and activity-20 minutes</li><li>• Maths and activity (mental maths to be taught weekly)- 30 minutes</li><li>• Daily Foundation Subject- 40 minutes</li><li>• Physical Activity- 45 minutes</li> <li>• Additional weekly live catch up session. (30 mins-1 hour)</li><li>• Optional Extras are available for families who require more learning</li></ul>
Key Stage 2 (4 hours)	<ul style="list-style-type: none"><li>• Reading- 20 minutes</li><li>• Writing session (building up a sequence in small steps)- 45 minutes</li><li>• Maths lesson (building up a sequence in small steps)- 45 minutes</li><li>• Daily Foundation Subject- 45 minutes</li><li>• Physical Activity- 45 minutes</li><li>• Weekly Mental Maths-30 minutes</li></ul>

	<ul style="list-style-type: none"> <li>• TT Rockstars/Matheltics- 20 minutes</li> <li>• Spelling Skills-20 minutes</li>   <li>• Additional weekly live catch up session. (30 mins-1 hour)</li>   <li>• Optional Extras are available for families who require more learning</li> </ul>
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**Accessing remote education**

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

At Carr Lodge we use Tapestry as our main platform of learning for pupils in EYFS and Seesaw for pupils in KS1 and KS2. We also use Zoom for face to face sessions.

**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:

- A parental survey is shared to record the number of devices and WIFI access in each household.
- Families are made aware of the devices that are available in the academy they can request a device by emailing their class email address or alternatively through enquiries@carrlodgeacademy.org or ringing the academy office n 01302 230700
- The academy will issue a device, where there are devices available to families for the period of lockdown/isolation to use for remote learning. This device remains the property of the academy throughout. The device must be signed for the serial number recorded at handover. If a dongle or sim is required the academy will also distribute this at the time of handover.

The pupil and adults at home must: -

- Take reasonable care of it
- Use it only for learning purposes
- Use it only in accordance with any operating instructions
- Return it to the Trust/Academy when requested
- Use it in accordance with any existing Trust/Academy policies

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

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

Remote Learning is to be designed to follow a sequential build-up of lessons throughout all areas of the curriculum. This approach, paired with a slowed down pace of learning will support cognitive load theory in ensuring pupils are embedding and securing their learning before moving on.

Teachers will create learning opportunities where pupils are accessing their learning in smaller steps and at a slower pace, securing key maths, reading and writing skills.

Teachers must ensure that all learning is provided with clear explanations and model of new content to support both pupils and their adults at home in completing learning successfully.

These explanations and models should either be created by the teachers in form of a video, voice note or worked examples within a PowerPoint presentation. Alternatively, teachers may wish to post links to you tube videos, websites or schemes of learning such as:

- Oak Academy
- White Rose Maths
- CBBC
- You Tube

that will provide high quality examples of expected learning outcomes.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupil understanding.

Teachers will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Teachers are not required to post videos to accompany every lesson, but should consider where a more personalised approach would have the most impact.

Additional Approaches that are used include:

- Record or live teacher modelling and feedback using Zoom.
- Printed paper packs and text books produced by teachers
- 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 all pupils to engage daily with their learning. We appreciate the timings which your child accesses the learning may vary. We also appreciate the amount of learning your child does across a week may vary each day dependent on the needs of your family.
- Families with younger children may need to support children more in their learning than older pupils.
- Children in EYFS will need more support from their parent/carer to access Tapestry and their videos and learning.

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

- The Academy uses an Engagement Tracker to track the learning and engagement of each pupil each day.
- In EYFS the engagement tracker records if children accessed their learning on weekly basis.
- In KS1 and 2 the learning is tracked daily and records how much of the curriculum the children accessed that day.
- This information is monitored by class teachers, phase leaders and SLT. Phone calls and emails are made weekly to offer support to families struggling to engage.
- Weekly engagement figures are shared with Exceed Learning Partnership.

### 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:

The purposes of feedback within the Seesaw and Tapestry apps is to motivate pupils, recognise and celebrate their efforts, address misconceptions and assess learning.

### **Responding to work Teachers will:**

- Approve work so the children are alerted that it has been submitted.
- 'Like' the work by clicking on the heart to acknowledge that the work has been seen by the teacher.
- Mark the submitted work by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.
- 'Check-in' on the app throughout the working day.

### **Subject Specific feedback**

Marking will be provided in the following subjects:

- Maths- answers will be uploaded for the class the day after the work has been set. Children will self-mark.
- SPAG- any errors will be identified and corrected.
- Topic- a 'like' stamp or a voice note to provide personalized feedback using the voice record button.
- Written work- a written or verbal response will be given.

### **Pupil Expectations**

- Use the Add Response tool to submit their work – this allows Seesaw to recognise that they complete it.
- Follow the online safety rules and only use for school work.
- Report to an adult if they come across any unsafe content.
- Follow healthy use of a computer, website and any linked learning.

### **Parent Expectations**

- Ensure that appropriate firewalls and age restrictions are set on computers.
- Computer use is regularly monitored.
- Ensure communication is kept to a professional level.
- Ensure submitted work is clearly photographed to enable a teacher to mark it.

## **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:

Pupils with an EHCP are offered a place within the academy in the first instance to offer them access to education unless they are self-isolating due to a bubble closure.

Using SEESAW or Tapestry pupils are set specific work to support their individual needs and personalised curriculum not the same work as the rest of their cohort if this is not appropriate. SEND pupils learning is specific to their learning sequence.

My Support Plans and EHCP meetings will be held virtually over MS Teams to ensure all families still feel up to date with latest developments.

Parents or pupils struggling to access remote learning can speak with their class teacher and/or the SENCO to give personalised support and resources to ensure engagement.

The SENCO and Class teacher will carry out regular welfare calls to ensure families have a point of contact through a period of lockdown or isolation.

## **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?**

Pupil work will be set on Seesaw or Tapestry by 9am each day for the child to complete. The learning remains part of the teaching sequence but may have elements of re-structuring if the task would not be appropriate, in its original form, to complete remotely. As with all remote learning website, video tutorials as well as Oak Academy and White Rose Maths resources will be used to support modelling. Teaching a staff will monitor the platform twice during the day when they are not teaching the class to give feedback and monitor learning. Paper packs can be collected from the academy by a non-isolating family member if this is more suitable.