

Little Thurrock Primary School



Remote education provision: information for parents

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

The remote curriculum:

What is taught to children at home?

Timetable: a timetable will be sent out to parents/carers showing the times for live learning as well as times to complete the curriculum learning provided on Google Classroom for all children from Reception to Year 6.

Core subjects: English, Maths and Phonics/Guided Reading will be taught live on Google Classroom every day for all children from Reception to Year 6. New links will be given every day for the children to be able to join the live classroom. All live lessons will be recorded for children to be able to access in their shared folder. Work will be shared with the children to complete on Google Classroom and to submit. Children who are attending school are having the same sessions delivered to them as the live teaching lessons via Google Classroom.

Curriculum subjects: Curriculum work will all be uploaded daily on Google Classroom for the children to complete. Curriculum subjects being covered in week include foundation subjects;

Science

History and Geography (this alternates weekly)

Art and Design and Technology (this alternates weekly)

Religious Education (RE)

Personal, Social, Health, Economic Education (PSHE)

Physical Education

French (Y3-Y6)

Music

All children whether attending face-to-face lessons in school or working remotely are receiving the same teaching sessions.

Phonics: Reception, Year 1 and Year 2 children have daily sessions taught live. Activities for the children to complete are then put onto Google Classroom. Children who are attending school are having the same sessions delivered to them as the live remote teaching lessons via Google Classroom.

Reading: Year 3 – Year 6 receive daily Guided reading sessions taught through live teaching on Google Classroom. Children in school are also accessing the same high quality text as the children working remotely at home. Reception children have a daily story time, which is delivered live. During phonics sessions children are completing reading activities. Pre-recordings of teachers reading high quality text are uploaded weekly for the children to listen to and follow reading alongside the teacher (Year 1 – Year 6).

Daily reading: Daily reading to an adult is expected. This is of high importance and should take place every day. Children can read a physical book or access online books.

Feedback: Children will receive feedback on the work that is submitted to Google Classroom. Work can be submitted directly onto the platform or a photographic image can be sent. Children will have access to the answers; which will allow them to self-mark their work.

Communication with teacher: Parents can communicate with teachers via class dojo. The senior leadership team can be contacted through the support email address: support.ltp@osborne.coop Children can communicate with their year group teachers seek further support and feedback via Google Classroom.

Celebration of work: Children will continue to receive class dojo points as well as phone calls from the Senior Leadership Team to congratulate the children on their work.

Logging work: Work completed will be logged and monitored. Contact will be made with families not completing work to offer support.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

A timetable for each year group will be uploaded onto Google Classroom. The live teaching element will remain the same but there may be some changes to the afternoon sessions for Year 1 to Year 6. Teachers will upload timetables if there are any changes weekly.

DFE

The remote education provided should be equivalent in length to the core teaching children would receive in school and will include both recorded or live direct teaching time, and time for children to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*

Below is an outline of live teaching, which will happen daily in Reception to Year 6;

Reception

9:30am Speaking and Listening/PSED
 10:30am Phonics
 11:15am Literacy (Monday, Wednesday and Friday only)
 1pm Maths
 2pm End of Day Story

Year 1

9am Phonics/Reading
 9:45am – 10am Break
 10.15am English (Literacy Tree)
 11.15am Maths

Year 2

9am Phonics/Reading
 9:45am – 10am Break
 10.15am English (Literacy Tree)
 11.15am Maths

Year 3

8:45am English – Literacy Tree
 10:05am – 10:20am Break
 10:25am Mathematics
 11:30am Guided Reading

Year 4

8:45am English – Literacy Tree
 10:05am – 10:20am Break
 10:25am Mathematics
 11:30am Guided Reading

Year 5

8:30am English – Literacy Tree
 9:30am Mathematics
 10:25am – 10:40am Break
 10:50am Guided Reading

Year 6

8:30am English – Literacy Tree
 9:30am Mathematics
 10:25am – 10:40am Break
 10:50am Guided Reading

Accessing remote education

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

All children (Nursery to Year 6) have been assigned to their class on Google Classroom as well as subject classrooms for live teaching.

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 children may not have suitable online access at home. We are taking the following approach to support those children at home to access remote education:

- If your child does not have access to a suitable device, please send a request to: support.ltp@osborne.coop
- A device can be issued to use at home. A loan agreement will need to be signed by anyone loaning a laptop from the school.
- In exceptional circumstances, we may be able to provide you with paper copies of the online learning, however, parents should be aware that this will not mirror the quality of the learning available online and will be looked at by the Senior Leadership Team.
- All Google Classroom and Google Meets sessions, and all the learning platforms, can be accessed via laptops, tablets and even mobile phones. Google Meets session can also be accessed via an Xbox, Play Station, Smart TV, Amazon Fire Sticks or anything with internet access.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons via Google Classroom)
- pre-recorded teaching (found on Google Classroom)
- online lesson resources
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Oak Academy

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 in the remote learning as they would if they were in school.
- Children are not expected, but recommended, to attend the live lessons. All live lessons will be recorded for children to access after.
- Parents/Carers to support their child/children in being able to have access to the remote learning as well as the live learning. Parent/Carers to ensure that their child adheres to the expectation document.

Remote and 'Live Learning' Expectations

1) For Staff: Normal professional standards apply and staff should be particularly mindful of: Little Thurrock Primary School Staff Code of Conduct, Safeguarding and Social Media Policies.

Conduct	Communication	Content
<ul style="list-style-type: none"> • Staff will always continue to observe professional conduct and any online lesson ('remote' or 'live') will be treated in the same way as a classroom lesson. • Staff will dress appropriately and ensure a setting which has a plain background and has no personal information on display. This should also include vigilance regarding what is displayed on their screen. • Staff will continue to follow and support Little Thurrock's safeguarding procedures and policies during all live learning. • Staff will be clear, when using links to other online resources, that these resources are appropriate in nature and relevant to the learning process. This will be assured through a careful checking process, by staff, prior to the setting of work which might signpost students to other online resources. 	<ul style="list-style-type: none"> • Any contact with children should only be through the platforms (Google Classroom) agreed by the school and not through personalised accounts open to public viewing, comments or sharing. • Teachers may turn off the camera to disable video and have audio only, with slide shows to promote a productive learning environment • Staff will receive guidelines on the use of the relevant software and must ask for further assistance in a timely manner if there are any concerns or uncertainties. • Teachers will support children while they are completing the work using the messaging system on the recording of the live lesson. • Teachers will mark any work submitted by 5pm on that day by the next day. 	<ul style="list-style-type: none"> • All content will be age appropriate and in line with the curriculum schemes that are in place. • Children will be reminded at the start of the 'lesson' that by joining in, they are confirming that they understand and agree with the expectations (see below). • All 'remote' or 'live' learning will be made accessible to the whole class.

2) For Children:

Conduct	Communication
<ul style="list-style-type: none"> • Children should regard 'live' learning via the internet in the same manner as classroom learning. • Children to make sure their came and microphone are switched off before the live lesson starts. • Taking part in a 'live lesson' online is an understanding and acceptance of these expectations and of the fact that lessons will be recorded. • Children should only use technology at home with the permission of their parent /carer. • Children should continue to use appropriate classroom language. • All children are required to follow school behaviour expectations and policies as if they were in a classroom at school. • Children are expected to be dressed appropriately for learning in home clothes (e.g. no pyjamas, no vest tops, hats or hoods etc). • Children should remain attentive and respectful during sessions and ensure that they are free from distractions. • Children should not be using personal social media in lesson time and not be involved in any other activity. • Children should not use school platforms to discuss personal matters (This does not relate to the use of platforms related to communicating safeguarding concerns.) • During the live learning children must not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If a child accidentally comes across any such material, they should report it immediately to their teacher or parent / carer. • Children must not record, take 'screen shots', take photos or in any other way electronically record and/or share any part of a live lesson, especially any images/recordings of other children or teachers. • Children should not make derogatory verbal or written comments about other children, staff members in the lesson or should they be commented on any social media forum in anyway – this could be perceived as online bullying. 	<ul style="list-style-type: none"> • Children must ensure that all communications with teachers are appropriate, responsible, respectful and sensible. • Children can use the raise the hand button to participate in lessons or to communicate with the teacher. • Children cannot use the messaging bar during the live teaching. Children can send a message to the teacher after the live session if they have a question.

- ❖ These expectations are designed to support children in staying safe online and enriching the learning experience of all children.
- ❖ It is essential that children approach these live lessons in the same way and with the same conduct as is expected in the usual classroom setting.
- ❖ Where appropriate, and in line with the schools behaviour policy, if a child's behaviour falls below the expectations, opportunities to address this will be provided by the teacher in the live lesson. However, if this continues, children may be asked to 'leave' the live lesson and parents will be contacted. This could result in a child being removed from some / all future live lessons.

3) For Parents:

Conduct	Communication
<ul style="list-style-type: none">• Parents to ensure their child is ready for each live lesson.• Parents do not have to record the lesson as this will be completed by the teacher. Live lessons are not to be shared on social media or any other public domain.• An awareness of when 'live learning' is taking place and so ensuring that their child is in a position to meet the expectation of children.• An awareness of the 'remote learning' available to their child and their level of engagement.• An awareness of how their students are using ICT, particularly in relation to online safety.• Parents to not participate during the live lesson but can support child with accessing the lesson.• Parents to ensure that their child has switched their camera and microphone off at the start of each live lesson.	<ul style="list-style-type: none">• Parents can message teachers via class dojo if they have question regarding the live lesson; parents are not to join in during the live teaching.• An awareness of who to contact if there are any concerns relating to online safety or any other matter relating to 'remote' or 'live' learning

At Little Thurrock Primary School we take safeguarding online very seriously, if you have any concerns about your child, a child assessing inappropriate material or making inappropriate comments please contact a member of the safeguarding team on support.ltp@osborne.coop, stating in the subject content safeguarding.

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

- If the teachers are working from home, they will check work daily.
- Children will be given feedback when the work is uploaded or a picture of the work has been shared with the teacher.
- If teachers find that children are failing to engage with online learning, they will contact the parent, initially by email stating their concerns. If they do not receive a response, the parent will be called. Long term disengagement may result in a home visit.
- Logs of learning will be kept and pupil's attendance monitored.

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 Google Classroom are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Work uploaded to the learning platforms will be logged.
- The teacher working from home will provide feedback daily as well as answer sheets for children to be able to self-mark.

Additional support for children with particular needs

How will you work with me to help my child who requires additional support from adults at home to access remote education?

Remote Learning for pupils with SEND

At Little Thurrock Primary School whilst we recognise that most pupils will be able to continue their learning via a remote platform during a period of self-isolation, we understand that some children with Special Educational needs will face particular barriers. For this reason, we will make the following adjustments to the remote learning plan:

For pupils with an EHCP plan, the teaching assistant who usually works with that child will make daily contact with them, via Google Classroom, to offer support in accessing learning tasks or to provide tasks that meet the targets set out in their Individual Learning Plan. The teacher may also make regular contact with the pupil to offer direct instruction and differentiation of tasks set. Dependent on the needs of the individual, we would expect that these children would also access any live or pre-recorded video sessions that the teacher provides to the class.

For higher needs SEN pupils who have an EHCP, the class teacher and/or teaching assistant will provide more bespoke learning tasks and/or differentiation of the tasks set, which are tailored to their needs. These could be in the form of games, worksheets, activities or visual resources that may be appropriate to support the home learning which are linked to the targets that are set in

their EHCP. We would still expect these children to access any live or pre-recorded video sessions that is being provided by the teacher if appropriate.

For those children with recognised SEND and on our SEND register, but who are able to access the mainstream content of lessons, we would expect them to follow the main programme of learning set by the class teacher.

We would ask that the parent/carers of these children liaise with the class teacher to report on how well their child is able to access the learning, so that any further adjustments can be made.

Remote education for self-isolating children

Where individual children 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 children 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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual children self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.
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The main difference in this circumstance will be that teachers will not be able to provide daily feedback face to face. Work will continue to be provided via Google Classroom and they can access Google Meets sessions live daily. Someone from the year group will endeavour to check the platform daily to give help and support. Contact and feedback can also be sought via the class email address.

Children work and attendance will be logged. Those not engaging in remote learning will be contacted. It is expected that all children engage in remote learning on a daily basis and continue to make progress. Parents and children can seek additional support via contacting the class teacher via Class Dojo. We recognise that households will be in varying circumstances and that some days will be more challenging than others. We encourage you to ensure all pieces of work are completed, but circumstances need to be considered and there may be some days that some flexibility is required.