



Remote Education: Information for Parents

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

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?

In the event of a localised or national outbreak of coronavirus (COVID-19), or if bubbles of children are required to self-isolate, Five Spires Academy have put in place a Remote Learning plan to ensure our pupils still receive a high-quality education.

Our coronavirus contingency plan is designed to minimise disruption to teaching and learning.

From September 2020, all staff and pupils will have access to the interactive platform, Microsoft Teams, through which remote learning will be delivered.

In the event of a school level, local or national lockdown the following will take place:

- All parents will receive a text and letter via email to communicate the situation.
- Teachers will ensure all pupils and parents have the appropriate logins to access work on Teams.
- Teachers will spend the first few days focusing on ensuring pupils and parents become familiar with the new system. The first few days will focus mainly on core maths and English/grammar skills, recapping and applying previously taught knowledge, whilst everyone becomes comfortable using Microsoft Teams and the remote learning platform.
- Teachers and parents will alert the Senior Leadership Team (SLT) to any pupils without access to technology at home so that remedial action can be taken e.g. checking for eligibility of a DfE laptop, or i-pad or printable packs of learning. (Printable packs can be collected at an agreed time, arranged via the school office).

- Teachers will upload learning onto Teams. Work will be uploaded into clearly labelled and dated folders for ease of navigation.
- Teachers will deliver lessons by providing a mixture of live and recorded introductions via Teams, with clear modelled examples of the work expected. Where possible, worksheets will be kept to a minimum.
- Teachers will take into account the different needs of their pupils, including those pupils with SENd, when providing home learning.
- Teachers will respond to parent queries within 1 week, unless there are mitigating circumstances e.g. illness
- Teachers will provide links to recommended online resources to support parents and carers.
- All pupils can be allocated 'Home Learning' exercise books to use at home, should parents require. Collection can be arranged via the office.

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?

Five Spires Academy has implemented a clear and comprehensive approach to delivering the Primary National Curriculum. The curriculum is planned and sequenced to ensure that knowledge, skills and understanding are widened and deepened over time. There are clear end points and it has been clearly defined what pupils need to know and are able to do to reach those end points.

The curriculum is planned and sequenced to ensure that pupils learn through a range of exciting themes and projects that we have titled, 'mini missions'. Each step in a pupil's learning journey builds upon prior knowledge – in this way knowledge, skills and understanding is revisited and thus widened and deepened over time. This themed learning will continue during remote learning.

Our pedagogy is to ensure that the delivery of our curriculum is as immersive, engaging and active as possible; however, there will naturally need to be adaptations to our teaching methods as we teach remotely. The curriculum will not be as immersive and engaging as it would typically be within school. Pupils will have less engagement with their peers and discussion opportunities will not be the same in a remote setting. Nevertheless, our teaching team are passionate about trying to make the remote learning experience as engaging as possible and we will endeavour to overcome the barriers that remote learning will undoubtedly present. In line with the good practice guide for remote education, we recognise the importance the characteristics of good teaching: these are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

- *ensuring pupils receive clear explanations*
- *supporting growth in confidence with new material through scaffolded practice*
- *application of new knowledge or skills*

- *enabling pupils to receive feedback on how to progress*

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Examples of where sessions will need to be adapted are, P.E. and music where children may be given pre-recorded lessons or tasks to join in with.

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:

Number of hours	Children will follow their usual school timetable and will be expected to cover approximately 3 to 4 hours of learning each day (including a mixture of remote teaching and independent work)
Breakdown of hours /sessions	<p><u>Reception (weekly overview– approximately 3-4 hours per day)</u></p> <ul style="list-style-type: none"> • Daily phonics session • Daily maths-based session • Daily literacy-based session • Daily reading (shared & independent) • Daily wider curriculum – Understanding the World and/or Expressive Arts and Design • Music - 1 session per week • PE – 1 session per week <p>Across the week these activities and tasks will develop: Communication and Language, Physical Development and Personal and Social Development</p> <p><u>KS1 – Y1 & Y2 (weekly overview– approximately 4 hours per day)</u></p> <ul style="list-style-type: none"> • Daily phonics session • Daily maths session • Daily English based mini-mission session (writing/grammar focused) • Two to three mini-mission sessions based on foundation subjects • Weekly computing session • Weekly PSHE session • Daily reading (independent) • PE - 2 sessions per week • Music - 1 session per week <p><u>KS2 – Y3 to Y5 (weekly overview– approximately 4 hours per day)</u></p> <ul style="list-style-type: none"> • Daily maths session • Daily English based mini-mission session (writing/grammar focused) • 1-2 hours weekly Guided Reading

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| <ul style="list-style-type: none">• Two to three mini-mission sessions based on foundation subjects• Weekly computing session• Weekly PSHE session• PE - 2 sessions per week• Music - 1 session per week• 30 minutes independent reading time |
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In KS1 & KS2, teachers will also incorporate mental maths practice, handwriting and spellings throughout the week.

Accessing remote education

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

All our online remote education is being provided by Microsoft Teams. All pupils are given a log-in to use from home. Teachers will share the weekly timetable and schedule meetings for live teaching sessions.

Information for using and accessing Microsoft Teams is on our school website:

<https://www.fivespiresacademy.co.uk/remote-learning>

The school has also bought into a range of online subscriptions to support pupil learning, including: Purple Mash, Oxford Owl Reading Tree, Oxford Owl Spellings and Timestable

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:

It is our firm belief that all children should have access to high quality education. We can provide support in cases where you do not have equipment to access remote learning. This includes:

- Lending of electrical equipment, such as laptops for those pupils who meet the government eligibility criteria
- Lending of dongles for internet access
- Providing paper/stationery to complete tasks
- Providing paper packs of work

We can arrange distanced collection or delivery of the above items to ensure your child is fully equipped.

If you require support with the above, please email us: office@fivespiresacademy.co.uk

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons), using Microsoft Teams
- recorded teaching (e.g. Recorded Lessons, Oak National Academy lessons, video/White Rose Maths videos/audio recordings made by teachers)
- setting of independent tasks linked to the direct teaching
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- 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?

Pupil Engagement

We expect pupils to be punctual for sessions set, and to submit work by the expected time (as far as is reasonably practical). We expect pupils to engage with activities and to demonstrate the same learning and conduct expectations which we expect in school.

Parental Support

We are enormously grateful for the ongoing support we have received from parents during this time. To support your child in their learning please ensure your child has a routine at home which is similar to their school routine and that children are equipped with the resources they require. We appreciate that some younger children may require more parental support with managing the equipment.

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

The teacher will complete a register each day to ensure that children are engaging with the remote learning. Work submitted will also be checked off to ensure participation.

If we become concerned about a pupils' attendance or engagement the teacher or a member of the SLT will contact the parent to discuss if there is any further support that we can provide. Remember, each teacher has a class email which you can contact them on to discuss any problem or concerns.

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:

Children's work submitted will be marked by the teacher and feedback will be provided to the pupil. This may be in the form of a celebration of their work, sometimes this will involve a development point or next step for them to complete. At other times, work may be marked together as a whole class, so that the teacher can go through answers and explanations to provide any support with misconceptions.

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:

We appreciate that some children will require additional support with their learning due to individual needs. Please be assured, our teachers are very aware of the children's attainment and abilities and will set differentiated teaching and work in response to this. At times, some children will engage in small group teaching time with either or the LSA (learning support assistant) with work set to their ability ensuring children are supported and challenged.

If you feel your child requires a different timetable to ensure that they are able to access and engage in the learning, please speak to the class teacher

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?

In a case where your child is self-isolating and the rest of their peer group is in school, your child will still be provided with remote learning. They will receive work to complete, set by the teacher and in-line with the learning sequence being taught to their class. Pupils will be expected to submit their work to their teacher online using Microsoft Teams and await feedback.