

Yew Tree Primary School



**REMOTE EDUCATION:
INFORMATION FOR
PARENTS/CARERS**

Our plan for **REMOTE LEARNING**

for partial or full school closure



1



As soon as school is closed, or becomes closed for a particular class or year group, live online Zoom sessions will begin for all pupils affected.

2



Live online group sessions will be scheduled for all affected pupils every school day during a closure.

3



A daily ClassDojo message will be posted by the teacher which will direct pupils towards specific learning activities. Teachers will also message individuals and groups with zoom links for live online sessions.

4



Children are able to login to j2e through office365 and logins for this have already been shared with parents. Work will be set through here for children in Years 1-6 and is to be completed by the children on j2e. Feedback will be given by the teacher here too.

5



Home learning activities are already available on the school website and via ClassDojo. These can be continued during a closure.

6

A cycle of weekly phone-calls would begin immediately. All children will be called weekly and



some children will be called multiple times per week where necessary.

7



Our school website and ClassDojo will remain updated with home-learning activities, a resource bank, letters and important documents. You can already find and download our emergency plan and our COVID risk assessment.

8



You can expect the same special touches that we developed during the original lockdown closures such as an active social media presence, video messages from the Headteacher, online assemblies, wellbeing checks and frequent communication.

We need parents and families to help with the plan...

Let school know NOW if you genuinely do not have a device that your child(ren) can use to access the online learning.

Let us know if you would like help logging in or practice using Zoom, we will do our best to help.



Be prepared to help your child during any closure - they will need assistance logging into lessons and may require adult help with some tasks.

On the school website, you will find guidance documents on how to use Tapestry, ClassDojo and j2e

Remote education 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

This is a brief summary but more information can be obtained in the 'Covid19 Contingency Plan' and the 'Remote Learning Policy & Guidance) available on the virtual school page of our website: www.yewtreeprimary.co.uk/home-learning.

The remote curriculum: what is taught to pupils at home

A pupil's first few days 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. Wherever possible, we would switch immediately to our remote learning plan but it is important we have contingency arrangements in to accommodate staff who may be poorly or unavailable in the first instance.

What should my child expect from immediate remote education in the first few days of pupils being sent home?

Although we endeavour to switch instantly and seamlessly to our full remote provision programme, we recognise there may be instances where that simply isn't possible. If that is the case, we shall send home emergency learning (paper based) packs for children to complete related to core areas of their curriculum.

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?

Our remote provision is designed to entirely match the curriculum your child would be taught if they were at school wherever possible and appropriate. However, we may need to make some adaptations in some subjects at certain times. For example, there may be certain practical subjects such as art & design or design & technology where the learning could not take place at home if specialist equipment was needed. Remote provision will also not be possible for some aspects of subjects such as swimming in PE (Y5).

We have planned, as much as possible, for specialist teaching to take place remotely wherever possible. This includes, for example, Spanish lessons (Y4 – Y6) or recorder lessons (Y3).

Our staff will publish the remote learning timetable for your child at the start of each week during isolation. You will see that this replicates, as much as possible, the timetable your child would study in school.

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:

Primary school-aged pupils	<p>The statutory requirement is that there is a minimum of three hours of learning per day across the primary age range.</p> <p>However, we our remote provision replicates the school day, we would endeavour to provide 4-5 hours of provision per day between the hours of 9.00am – 3.00pm.</p> <p>Pupils are expected to attend live registrations at the beginning of the morning and afternoon session as well as any planned group sessions between this time. Work will be set in line with the timetable published but we recognise that some families require flexibility around the time of day things are completed (e.g. those who are working or those who have multiple children isolating).</p>
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Accessing remote education

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

Communication about the timetable of provision, any work available or links to live sessions will be made available via Class Dojo. A daily overview will always be published the evening before to support parents/carers who need to plan ahead due to work commitments.

Work is set and returned through Tapestry (EYFS) and j2e (Y1 – Y6). We utilise Zoom for any live sessions as well as sites such as Myon, TT Rockstars and Education City to support wider learning activities. We may also make reference to Oak Academy and Hungry Little Minds to support our learning activities.

Links are made available, in a central location, on our website:
www.yewtreeprimary.co.uk/quick-links-for-parentscarers

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:

In the event of bubble closures, we shall make all reasonable endeavours to support families in accessing the remote provision available. This includes:

- All children from Years 2-6 having individual devices which can be taken home once an agreement is in place.
- Offering short term loans, subject to availability, of laptops or suitable devices for children in Year 1. Information about how to request the loan of a device will be made available at the start of any period of isolation
- Providing technical support, within our expertise, to parents/carers who may be struggling in accessing particular sites or platforms
- Enabling access to the internet by providing free data only SIMs from Vodafone subject to stock availability

How will my child be taught remotely?

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

Our staff are not expected or required to deliver live online lessons as part of our standard provision. However, they will make decisions about when/if this approach would be required and shall share information about access to these sessions.

They will, nevertheless, meet all the children for live and interactive registration sessions at the start of the morning and afternoon sessions. This will enable them to check in with the children as well as provide feedback to learning or model & explain tasks. Remote provision may also include access to:

- live teaching (online interventions or small group sessions)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- Provision available on our website: www.yewtreeprimary.co.uk/home-learning

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 recognise that it may be difficult for parents/carers to support learning at home. Nevertheless, we do request the support of families/childcare bubbles in ensuring children access all learning available. This includes:

- Ensuring children are up and appropriately dressed for the school day (as per the remote learning timetable)
- Enabling children in accessing the live registration sessions and any subsequent live teaching sessions
- Monitoring children's access to the learning available and supporting them in returning work to staff in a timely and appropriate manner

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

If a child does not attend daily registration sessions, for any reason, staff will make daily phone calls to ascertain the reason and provide support. If they cannot get hold of you by phone then they may refer this back to school so we can consider if a home visit is necessary. In addition, in order to review learning, staff will:

- Review any work returned on at least a daily basis. This feedback will be provided via the platform it was returned on, e.g. Tapestry or j2e and any shared feedback will come via live registration sessions
- Make individual contact with children (via parents/carers) where a specific need has been identified or additional teaching is required. This contact will be via a phone call or through Dojo messenger

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individuals. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective. Our approach to feeding back on pupil work is as follows:

Pupils will be given daily, shared feedback, via live registration sessions. In addition, individual feedback will be provided through:

- Comments made by staff on the platforms where work is returned
- Phone calls or messages home with the offer of additional help or small teaching groups via Zoom
- Instant feedback on sites such as Education City

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:

As they do in school, your child's teacher will know how best to support their learning needs. Adaptations and support will therefore be provided directly by them where possible. If your child has more specific needs, or accesses support or provision beyond the classroom, then the following activities may also take place:

- The SENDCO or specialist teaching staff may arrange phone calls or Zoom sessions (which could be as frequently as each day) to support provision
- Specialist resources, if required, will be made available to borrow at home
- Therapy and other provision groups will continue via Zoom where the specialist is available
- Additional interactive sessions can be provided, via Zoom or phone, to support learning at home. In addition, an alternative timetable or adapted lessons may be required

Any parents/carers who are struggling to support their child's learning at home, for any reason, should raise this with the class teacher or member of staff supporting.

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?

We endeavour to include any child isolating in school activities, e.g. Zoom assemblies. However, where the majority of the year group remains in school, it will not be possible to provide the same level of support as we would in a bubble closure.

Despite this, work will continue to be set and staff will make contact (via phone or Dojo messenger) daily. Parents/carers are invited to contact the teacher if any more direct support is required. Work continues to be returned via Tapestry or j2e.