Remote Learning at Newchurch Community Primary School

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event that your child is sent home, then the school's remote learning will begin immediately via the existing Google Classroom they use for their homework. Each class has their own timetable posted in their Google Classroom which indicates the time of the live register, live sessions and independent sessions, as well as the story at the end of the school day.

Any parents requiring technical support or a reminder of their child's password can contact the school office for guidance.

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?

When your child is learning remotely, they will receive the same curriculum as they would in school.

We are committed to the continuation of all our subjects and so the curriculum maps we have in place for each year group in all subjects will continue to be implemented. However, the nature and delivery of these lessons may need to be adapted to facilitate remote learning e.g. considering the resources available to the children at home.

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 and Key Stage One	Key Stage Two

The children will receive approximately 4 hours of remote education which will include:	The children will receive approximately 5 hours of remote education which will include:
- Daily Phonics/spelling session - Daily Maths session - Daily English session - Daily reading activity - Foundation subject session - Guided reading session - Handwriting session - Some child initiated activity challenges linked to the children's learning - Daily story to end the day	- Daily spelling session - Daily Maths session - Daily English session - Foundation subject session - Independent reading using Reading Plus (30 minutes) - Guided Reading sessions daily - Independent times tables practice using TTRockstars - Daily story to end the day

How will my child access remote learning?

Primarily, the children will access the remote learning through the schools Google Classroom platform which has already been in place for homework since September. As a result of this, children should find the transition simple.

In their Google Classroom, there will be headings which direct them to the day and subsequently, their learning. Each subject will have a different tab to click on.

The school has purchased Kami which is an app that synchronises with Google. The children can use this resource to make notes and draw images on PDF documents as well as use it to voice record answers and make video recordings to demonstrate their learning.

Once the children have completed their learning, they are able to then submit it to their class teacher or teaching assistant for marking and feedback. The children will receive marking and feedback in line with the feedback and marking policy.

Each day, the children will be expected to engage in a virtual register which marks the start of the day. This will be followed by an outline of the 'school day' and the tasks set for them.

In addition to this, children are expected to login to their individual accounts for TTRockstars, Reading Plus, My Maths, Epic reading, Oxford Owl and any websites/apps identified by the teacher to support their learning.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognised very quickly in the autumn term that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
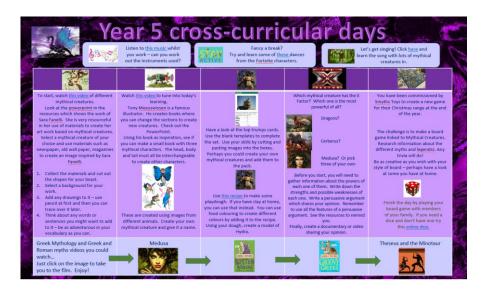
- Asked all parents to complete a survey to identify what devices they had at home to support all their children (including secondary children) should they be asked to work remotely (100% of parents were asked).

- Based on the information collected, the decision was made to use the Catch Up funding to purchase sufficient devices so that all children were able to access remote learning should the need arise. In addition to the five allocated by the Department for Education, this has meant that all children at Newchurch individually have access to a device when working remotely. These devices stay with the children to support them in their homework also.

- For families where technological understanding is limited, Loom videos have been created to talk parents (and grandparents) through the use of Google Classroom and how to submit work.

- 4G routers have been ordered to support families with poor internet connection

How will my child be taught remotely?

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

- Live register at the start of the day
- Live phonics and spelling sessions daily
- Live teaching as a whole class and/or in small groups of Maths and/or English. This may be more dependent on the age of the children.
- White Rose Hub teaching videos to support daily maths teaching
- Loom videos and video recording of teaching to support other curriculum areas if not taught live
- Bespoke resources created by class teachers to link in with the curriculum plan but also supplemented by Bitesize, Joe Wicks or Oak Academy if appropriate.
- Support for SEND pupils on an individual level
- Daily use of Reading Plus, reading programmes and TTRockstars.
- Live story at the end of the school day.

In addition to our lessons, curriculum maps are used to facilitate a screen free day on a Friday which focuses on the Arts as well as other areas of the curriculum. Currently, these are year group specific but the school is looking to find ways to enabling siblings to work collaboratively on projects. An example of the cross-curricular days can be seen here:

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 be on the live register at the start of the day. Parents are asked to communicate with the school if there is a problem getting on line but if they do not, the school contact them to offer support.

It is the expectation that all children access all remote learning from home where possible.

At Newchurch, we believe that the education of the children, either face to face or remotely, is a partnership between the school and the parent. Therefore, the school warmly welcomes parents to complete parental surveys on a regular basis to enable the remote learning offer to evolve in line with the needs of families and the children.

A suggested timetable is provided by the class teacher to enable the children and parents to see the expectation of learning but to also support them in keeping to a routine.

Where a live lesson is provided, there is an expectation that the children attend it to have direct teaching from the class teacher or the teaching assistant. Teachers provide video recordings and loom lessons when learning is not live to support children's independence and parents supporting their children.

Following completion of their learning, the children should upload their work and submit it to the class teacher via Google Classroom. There are a number of ways this can be done:
- Editing their individual copy of the documents provided
- Photographing their work and uploading
- Using Kami to engage with the PDF documents
- Video or audio recording of learning

Should parents or children require support, they are able to use the stream feed or personal message facility built within Google Classroom.

Parents have been asked to upload as much work as they can throughout the day and no later than 4pm if possible to support teachers in providing feedback on the children's learning in a timely manner and to allow them to plan for the next lesson based on the children's work.

In order to support teacher wellbeing and workload, teachers will respond within the working hours of 8am (when work will be uploaded) and 5pm.

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

Each day, staff monitor attendance at live lessons and upload work. This is to ensure that the school can measure engagement in learning but also provide further support to families should it be needed. The school does acknowledge that all family circumstances are different and work hard to accommodate individual families if at all possible.

The small number of children who continue to find the uploading of work difficult are provided with packs of the same work as the children on line and encouraged to access the live sessions at least.

Welfare calls will also be made by members of the Senior Leadership Team or the class teacher. These are recorded on CPOMS.

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:

- Using the marking keys set out in our Feedback and Marking policy, the children's work will be marked in the same way as it would in school and linked to the learning challenge for the lesson
- Comments will be made by the teaching assistants and teachers to celebrate and extend their learning
- Feedback on learning feeds directly into the next lesson for the children and so therefore, parents are encouraged to share how their child completed the task when submitting it
- Each class will share some of their remote learning using the school's Twitter feed

Additional support for pupils with particular needs

As an inclusive school, 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:
- Any children considered vulnerable (according to the DfE guidance) have been asked to continue to attend school
- In the event they need to isolate, individualised work is set for them and interaction with a member of staff at regular intervals throughout the week are organised
- In consultation with the parents, SEND children have a risk assessment which details the additional support they require when working remotely (this is shared with the Local Authority)
- Where appropriate, SEND children will receive 1-1 live sessions to support their individual education program. This will again be in consultation with the parent.
- Children who have EHCP plans are invited to be in school
- Communication and language is a vital part of the Early Years and for this reason, each child will take part in specific small group live sessions with the Early Years staff each week.

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.

When the school is not closed, children who have been self -isolating will receive their work on Google Classroom. Teachers use the same materials used in class and will download them to ensure that they are continuing to complete the national curriculum. The transition to remote learning for children isolating is seamless.

There is a designated virtual teaching assistant who is the point of contact for these children. They will engage with them every morning and the children are encouraged to join the class story virtually at the end of the day to keep them engaged with their peers.