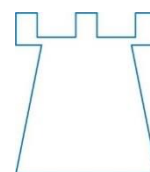


Remote Education Provision



SHERIFF HUTTON PRIMARY SCHOOL

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education if 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 November update.

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?

Remote education provision that will be immediately available may take the form of worksheets or tasks related to the topics being studied in school. Parents will be directed to online activities (appropriate to their child's age and ability) such as

- Phonics Play
- Spelling Shed
- TT Rockstars
- My Maths

Further opportunities for reading and their recommended home learning tasks may also be included.

Parents will receive notification via Class Dojo and Google Classroom.

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?

We teach broadly 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, some lessons are adapted to the home environment and having suitable resources available such as Physical Education and investigative science. Certain aspects may be self-marked and there will be a strong focus on mental wellbeing.

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:

Suggested Daily Timetable						
EYFS (Bulmer Class)	Phonics 30 minutes	Reading 20 minutes	Mathematics 45 minutes	English 45 minutes	Foundation subject 1 hour	

Years 1 and 2 (Neville Class)	Phonics 15 minutes	Reading 20 minutes	Mathematics 1 hour	English 1 hour	Foundation subject 1 hour	
Year 3 and 4 (Galtres Class)	Spelling 15 minutes	Reading 30 minutes	Mathematics 1 hour	English 1 hour	Foundation subject 1 hour	PE 30 minutes
Years 5 and 6 (Howard Class)	Spelling 15 minutes	Reading 30 minutes	Mathematics 1 hour	English 1 hour	Foundation subject 90 minutes	PE 30 minutes

Accessing remote education

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

Online remote learning activities will be provided on Class Dojo and Google Classroom.

Completed work submitted on Google Classroom will be marked in line with the school Feedback Policy. Short summative feedback may be offered via Class Dojo portfolios.

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:

Printed materials will be made available and delivered to those children who do not have suitable online access.

Printed work or workbook type activities can be submitted to teachers for feedback via the postbox outside school. Please ensure items are clearly marked with the child's name and the teacher to whom the work is being submitted. The teacher will return the work within a suitable timeframe, in line with the school Feedback Policy.

Those children who do not have any access to suitable devices or internet connection may be able to borrow one from school, please contact Bev Stell for more information, headteacher@sheriffhutton.n-yorks.sch.uk or 01347 878441.

How will my child be taught remotely?

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

EYFS

An overall programme for the week will be published, followed by daily uploads of tasks to be completed. Work will be shared and some work will need to be submitted to the teacher to give feedback. This will be made clear within the task instructions.

A 'Google meet' or phone call may be arranged to talk to the children each week.

Recorded sessions will be available for daily phonics and parents / carers will be directed to relevant online sites such as phonics play and number blocks (BBC)

Years 1-6

Tasks to be completed will be uploaded daily. Maths could be self-marked or submitted for feedback, answers will be provided, if appropriate.

Most English and Foundation work will need to be submitted to the teacher to provide feedback and comment through Google classroom or Class Dojo. This will be made clear within the task instructions.

Reading activities will be self-selected from a bank of tasks provided and recorded video will be available for some phonics/spelling sessions. Parents / carers will be directed to relevant online sites such as phonics play, spelling shed, White Rose maths and Oak National Academy.

Research projects and worksheets, for completion online, will be linked to the themes and topics outlined on the long term curriculum plan.

A 'Google meet' may also be arranged to talk to the children each week. Live lessons will also be offered.

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?

Children learning from home are expected to engage with the remote learning tasks provided by their class teacher. Tasks are set daily and we expect all children to participate in some of the learning activities each day. We understand this is not always possible, maybe due to illness or access to online facilities, however all class teachers will carry out weekly checks to ask how additional support can be offered.

If work cannot be returned digitally then a photo of the completed activity can be sent via Class Dojo or Google classroom.

We would encourage parents / carers to follow the timetable suggested above and to try to keep to a daily routine to support their child's emotional wellbeing.

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

The teachers will be able to keep a regular check on those children who are sharing their work with the teacher. A 'Google meet' or phone call may be arranged to talk to the children each week. Live lessons will also be offered.

If a child does not engage with the remote learning activities, a member of staff will get in touch with the family to see if any additional support can be given, such as printed sheets, use of a school IT device etc. The Safeguarding Lead will be in regular contact with all those families who are identified as vulnerable either due to their circumstances or by the school.

A place in school may be offered if this was appropriate and if members of the family do not need to shield.

If child is entitled to benefit-related free school meals, the school office will arrange for a supermarket voucher to be delivered.

If child is identified as 'vulnerable', the Designated safeguarding lead (Bev Stell) will ensure that appropriate agencies are notified and arrange for regular 'safe and well' checks via a phone call each week.

The headteacher will contact the family if engagement remains low.

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

The children will be able to submit their work for feedback on Google Classroom or via the portfolios on Class Dojo. This work will be marked and/or approved by the teacher. For some tasks the children may be given a grade, if it is appropriate to the activity.

Feedback may include a comment based on the completed task, identification of errors or corrections that need to be made or a challenge question to do next.

Formative assessment of these activities will help to inform the teacher of your child's progress.

Some tasks may be in the form of quizzes or short assessments, which will also provide information to teachers about gaps in learning and the next steps each child needs to take.

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?

The SEND leader will liaise with all families whose children need additional help and support with their learning. She will also provide advice for the class teacher to ensure appropriate tasks are made available.

Regular live support sessions via FaceTime or Google meet will be offered.

Additional resources may be sent home such as packs of numicon, word cards etc if these will aid your child's access to learning activities.

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?

Tasks delivered within the classroom will be uploaded daily on Google classroom where they are transferrable to remote learning. The number of tasks may therefore vary on a daily basis.