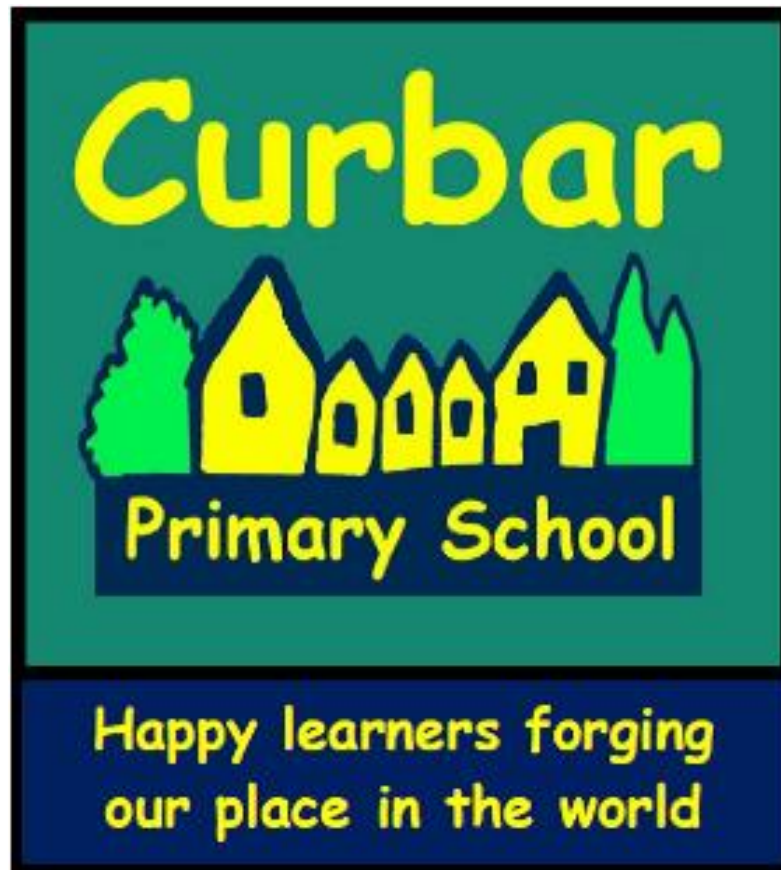


Curbar Primary School



Remote education provision at Curbar Primary School: information for parents

January 2021

Remote education provision at Curbar Primary School: 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 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.

Please note that this offer will be reviewed regularly and parents will be informed of any significant changes.

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?

- As with any short absence where a child is able to access a little work from home, they should continue with reading (these do not have to be from our scheme during this time), practising number bonds/times tables etc. and spellings. For example, this could be through learning on Purple Mash (reading on Serial Mash) or TT Rock Stars/Numbots.

- See some recommended links below:

[Oak National Academy](#) – over 10,000 free video lessons and resources for all ages

[GoNoodle](#) – online dance

[TT Rocks Stars](#) – online maths games (your child should have log in details)

[Purple Mash](#) – online learning platform (your child should have log in details)

[BBC Bitesize](#) – a wealth of learning resources including video clips and games

[Mindfulness Map- CBeebies](#) – narrated by Stephen Fry

[Thinkuknow](#) – Online Safety information and games

[Interland](#) – Google created online safety game

[YouTube's free school](#) – videos on a range of subjects

[Top Marks maths games](#) - a range of exciting maths games

[Numberblocks](#) – Singalong and learn about numbers

[Phonicsplay](#) – free login currently available

[Phonicsbloom](#) – subscription required

[OxfordOwl](#) - resources and free eBooks to support children's learning

[Education.com](#) – free phonics games

[IXL](#) – a wealth of maths, English and other National Curriculum resources

Useful links and resources will also be uploaded to Google Classroom by class teachers.

- We would anticipate that the remote learning provision is available from day 2.

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?

- **Maths tasks** uploaded to Google Classroom, following on/mirroring the maths being covered in the classroom at that time. This may be a combination of White Rose maths videos (the scheme used in school), 'Oak National Academy', the slides shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home where possible. Staff may also choose to supplement the teaching with their own uploaded resources such as pre-recorded videos, presentations, worksheets and links to online clips and websites.
- **English tasks** uploaded to Google Classroom using the Government's 'Oak Academy Lessons'. These tasks will work through a progression of lessons for a standalone unit of work intended specifically for remote learning. They will aim to reflect the genre and focus of lessons happening in the classroom and will include reading, writing spelling and grammar. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking. Staff may also choose to supplement the teaching with their own uploaded resources such as pre-recorded videos, presentations, worksheets and links to online clips and websites.
- **Phonics/Spelling** The week's spelling list/words/phonics will be uploaded onto Google Classroom as usual to allow practice at home for all children.
- **Topic tasks** following the lessons being covered in class that week as closely as possible. This may be the slides from the lesson being uploaded onto Google Classroom along with resources/worksheets (if appropriate). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources) then alternative 'topic' learning will be set on Google Classroom which may make use of the government's 'Oak Academy' lessons. Staff may also choose to supplement the teaching with their own uploaded resources such as pre-recorded videos, presentations, worksheets and links to online clips and websites.

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:

| | |
|----------------------|--|
| Key Stage 1: 3 hours | Daily activities will include: <ul style="list-style-type: none">• Phonics activities/Reading lesson• A writing lesson• A maths lesson• A topic task (including PE and Health/Well-being links)• Times table/number bond practice• Spelling/phonics practice• Reading with an adult |
| Key Stage 2: 4 hours | Daily activities will include: <ul style="list-style-type: none">• A reading lesson/book study/comprehension• A writing lesson• A maths lesson• Topic work (two lessons e.g. PE and Science including Health/Well-being links)• Times table practice• Spelling practice• Independent reading |

Accessing remote education

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

The first point of reference is Google Classroom at: <http://www.classroom.google.com/> (Chrome web browser is recommended).

Children will access Google Meet through our Google Class room platform: <http://www.classroom.google.com/> This is also available as an app.

All other websites that children might use are indicated on page 2.

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:

Lending of laptops and tablets:

- There are a number of Ipads and Windows based laptops that are available to borrow if there are no devices at home that are suitable to complete the work on. Please contact the office: enquiries@curbar.derbyshire.sch.uk

Access to devices to enable an Internet connection:

- Please contact the office if access to the Internet is a problem – the school can apply for devices from the government

Access to printed materials if not able to print at home:

- Parents/carers can contact the child's teacher directly via enquiries@curbar.derbyshire.sch.uk or on 01433 630266 and request printed materials for collection e.g. exercise books, work books, reading books etc.
- Parents can also contact their child's class teacher through the 'Private Comment' function on Google Classroom

How can children submit work to their teachers if they do not have online access?

- Work can be completed on paper and left in the school entrance area in a plastic wallet with the child's and teacher's names on. Parents should contact the child's teacher to make these arrangements

How will my child be taught remotely?

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

The first point of reference is Google Classroom at: <http://www.classroom.google.com/> on web browsers (Chrome is recommended). Apps are available for other devices. Google Meet can be accessed through Google Classroom.

All activities and materials will be posted on Google Classroom by 8pm on the preceding evening for children to complete the following day.

We are using a combination of externally produced resources (such as Oak National Academy, White Rose Maths) which are carefully selected by teachers to match the school's curriculum. Teachers are also providing their own content such as links to websites and clips, uploading their own videos and creating their own resources for lessons at home. The provision will vary for different age groups from week to week depending on the learning for that week.

English lessons will mainly follow the schemes on the Oak National Academy website. Teachers may also supplement this learning by providing their own content such as links to websites and clips, uploading their own videos and creating their own resources for lessons at home.

Maths lessons will follow the White Rose schemes of learning and will mainly use the recorded lessons on the White Rose website or the Oak National Academy website. Teachers may also supplement this learning by providing their own content such as links to websites and clips, uploading their own videos and creating their own resources for lessons at home.

Topic lessons will use a range of resources from relevant websites that allow children the best experience of learning. Where possible, these lessons will also encourage offline activities to reduce screen time.

For all subjects, teachers may occasionally record their own lessons and instructions and these will be posted to Google Classroom by uploading the video or providing a web link for viewing.

Spellings will be posted weekly on for children to practice. Spelling lists are available on request from teachers.

Time tables are also set on <https://TTRockstars.com>. Paper based activities are available on request either through Seesaw or as a print out from school.

Face-to-face Sessions on Google Meet

The children can attend a daily check from approximately 9:10am each morning. We also aim for each child to get 2 – 3 face-to-face sessions per week. These sessions will be for groups of children working at home will range from 15 - 30 minutes long depending on the focus and age of the children. The structure of these sessions will be at the discretion of the teacher based on the needs of their class and pupils. The purpose of these sessions is for staff to be able to regularly keep in touch with the pupils and for the pupils to be able to engage with both the teacher and classmates. It is likely to include opportunities to address misconceptions, to have a check in, for discussion and pupil reflection, for well-being/PSHE, to assess current learning and perhaps some specific targeted sessions.

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 encouraged to complete all activities to the best of their ability.

Children may complete activities online, on printed worksheets, on paper or in an exercise book (these are available upon request from the school). If completed work is paper-based, then children will need to take a photograph and upload to Google Classroom.

Activities posted for Years 5 and 6 should not always require parental involvement and children should be encouraged to work independently where possible.

Parental support will then vary depending on the age and independence of the child.

We aim for class teachers to have 'keeping in touch' phone calls at least once every two weeks to discuss engagement, progress and other avenues of possible support.

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

Teachers will perform weekly checks on the engagement of the children in their class by analysing the work submitted on Google Classroom.

If there are concerns, your child's class teacher will contact you by telephone to discuss.

Teachers have 'Keeping in touch' plans whereby the aim to speak to every parent at least once every two weeks to see if further support can be offered and to give parents the opportunity to ask questions.

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:

Class teachers will aim to 'approve' all submitted work within 24 hours of submission on Google Classroom.

The answers to maths, reading comprehensions and other quiz-based questions will be provided for all relevant activities for self or parental assessment wherever possible.

Teacher feedback will consist of one or more of the following:

- An 'approval' from the teacher for self-assessed work where there are few or no mistakes
- A written comment for work
- Work can be returned with comments for the pupil to address and improve their learning for resubmission to the teacher

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:

- Regular phone calls from the teacher (approximately once a week)
- Agree a plan that works for both child and parent(s)/carer(s)
- Offer the child a place in school if they are considered 'vulnerable' due to their needs

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?

As above, children will be provided work through Google Classroom to complete for English, maths and topic.

Children will be expected to practice spellings, times tables and to read independently/be read to by parents/carers.