



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 where national or local restrictions require entire cohorts to remain at home.

Our aim is to:

- Ensure consistency in the school's approach to remote learning
- Set clear expectations for all members of the school community with regards to remote learning
- Continue to provide high quality blended learning experience

We will continue to offer all pupils a broad and balanced curriculum with a particular focus on mental health and wellbeing activities.

Please read the year group remote learning booklet for more detailed information.

Preparation is made to teach pupils at home.

A pupil's first day of being educated remotely might look different from our standard approach, while we take all the necessary actions to prepare for a longer period of remote teaching.

We are able to transition immediately for some subjects as resources and links to websites are readily available on our school website in the remote learning section. Information related to live teaching will follow shortly after any whole-school closure is announced. Each year group will be sent a year group remote learning booklet which will provide guidance to home learning. This booklet is also available on the school website in the remote learning section.

Resources provided during remote learning

In EYFS:

In Years 1-3: Each child will be given a pencil, a whiteboard and pen, a purple book (lined paper), orange book (plain paper) and additional printed sheets including handwriting, phonics and key maths facts. All of this will be kept in a plastic zip wallet which will be provided by the school. In addition years 2 and 3 will also receive a blue Maths book (square paper). Year 3 will have a handwriting pen and a green pen for editing.

In Years 4-6, the children will record their work on Notebook via Microsoft teams, in addition to this they also record their work in maths and English books. Support packs have been given to all children prior to the lockdown period. These were differentiated according to the needs of the children. Separate personalised packs have also been given to children with EHCP plans, these are updated regularly. There is also an option for parents/ children to download their work from the school website or collect it from the school office if they are experiencing issues with internet connectivity or numbers of devices being shared in households.

Devices have been provided to the vulnerable/disadvantaged children first and then a list was collated for additional requests, we have been able to accommodate some of these requests but still have a waiting list for more devices.

In addition, teaching staff and support who required laptops have been given them. Some have also requested whiteboards to use at home.

An insight into the curriculum being taught.

- We offer a broad and balance curriculum both remotely and in school. We will continue to plan from the EYFS document/ National curriculum to cover the objectives for each year group. However, we have made some adaptations in our delivery of practical subjects e.g. Science, PE and Art.
- There will be a combination of live online learning using Microsoft Teams 365 and offline learning.
- A timetable will be available on Microsoft teams to allow everyone to understand the structure to each day. The timetable will include live lessons, pre-recorded lessons and/or pre-set work via the website or homework link (Nursery -Year 3) and Class Note (Years 4-6).
- Pupils will be registered twice daily, 8:45am and 1pm with follow up calls made for those who do not attend. Pupils must have their cameras on for registration time. They will complete a task during registration like P.E and Meditation. All pupils must be suitably dressed during remote learning lessons. Pupils who have been provided with home learning packs must be present during registration and attend wellbeing sessions. Lessons will finish at 3pm.
- A range of resources and platforms will be used to make learning engaging, interactive and fun e.g. Bug Club, Oaks Academy, Times Table Rock Stars, and White Rose
- All core subjects (reading, writing, maths and science) lessons will have a live input, followed by an independent activity away from the screen and finally discussion time to assess the learning and address misconceptions. The timings/structure of these lessons will vary according to the age of the child. If support staff are available there will an additional targeted group that will be supported through the use of breakout rooms. Please note that some support staff are in school for vulnerable/key worker pupils.
- Teachers will have a different daily focus group for English and Maths. There will also a daily wellbeing group to support the mental health of our pupils.
- Planning will have clear differentiation for SEND pupils e.g. in maths your will see PowerPoint slides with chilly 1, chilly 2, chilly 3 and a SEND supporting resource. Personalised packs will be available for the EHCP pupils. Packs will also be provided for those pupils unable to access lessons online or to support the online learning. These will offered by the class teacher.

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	2-3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

We encourage the 20:20:20 rule- after 20 mins online, look 20 feet away from screen whilst counting to 20.

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

To access the lessons

1. Open Microsoft Teams App.
 2. Enter your school Microsoft account which is the username for school homework Username + @cranbrookprimaryschool.com. This is to ensure safety of pupils during Live Sessions. For example if your homework username is jjackson76.317, your school Microsoft account will be jjackson76.317@cranbrookprimaryschool.com. Passwords for TEAMS are also on the children's reading record front sheet.
 3. Click on Sign in. Enter your password. Click on Sign in. Your password is the same as you the one used to access your homework.
 4. On the day of the meeting: Click on the Calendar (1) Go to the Day and Time of the meeting to locate the entry in the Calendar (2) Click on the entry to open it (3) Then click Join Microsoft Teams (4) Then Join Now
 5. If you see the screen below: 'Waiting for others to join...', then you have connected correctly. Any unrecognised attendee in the lobby will not be admitted in the live session (even if this is another sibling).
- The year group's weekly remote learning timetable can be found in the homework folder or on Microsoft Teams 365.
 - Learning activities linked to the live lessons will be placed in the homework folder on the school website. There will be a folder for reading, writing and maths. The activities, worksheets and resources will be available prior to the lesson and will remain on the homework page/Microsoft teams to reference if required.
 - Each class has a class specific email address which allows pupils and parents to communicate with the class teacher, as well as submit completed work. This also allows class teachers to provide regular and ongoing feedback and support.
 - These live sessions provide an opportunity for explanation, clarification, peer-to-peer contact and celebration. Sessions will also provide details as to how children can access pre-recorded teaching sessions, which form part of their learning schedule.
 - Online Safety sessions will continue to be incorporated into the curriculum as part of normal practice.

How we support those who do not have digital or online access at home.

We recognise that some pupils may not have suitable online access at home. We will take the following approaches to support those pupils to access remote education:

- Vulnerable/disadvantage pupils have been given priority to devices if required.
- We have engaged with the government laptop scheme and are able to loan laptops to those children who otherwise may not have access at home.
- Where pupils do not have online access in order to submit work, we can support families to address the access issue or agree appropriate submission and feedback arrangements
- Although our remote learning offer does not require access to printed resources, we understand that some parents may wish to have these.
- In all instances related to access, parents are encouraged to contact the school office so that we are aware of the challenge faced and we can assist in overcoming this.

How the remote sessions work.

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

- Live teaching (online lessons). These sessions provide an opportunity for explanation, clarification, peer to peer contact and celebration.
- Remote provision will be sequenced and planned for as you would plan in school.
- Online pre-recorded materials such as Oaks National Academy can be used to use to support pupils who need to work at their own pace.
 - There will be an introduction to the lesson (the length for these introductions will vary according to year group), independent task away from the computer or a breakout group for targeted work and finally followed up with a feedback session to secure knowledge and understanding.
 - 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
- Differentiated activities will be provided to support our pupils learning journey.
- Some SEN support pupils and all EHCP pupils will be provided with packs for personalised learning. Pupils working on packs will receive a weekly phone call and are also encouraged to join parts of lessons during the day if appropriate.-
- We have continued with our specialist teaching provision in all year groups, these are delivered by specialist teachers who cover subjects such as French, Music, P.E, Science, and Computing.
- Materials that may be used include Oaks National Academy, BBC Bitesize, RM Easimaths. Education City, Lexia and Bug Club
- Reading activities/audio books will be used to promote reading for pleasure.
- Daily PE sessions and wellbeing activities will be incorporated into the schedule.

Engagement and feedback

Our expectations of a child's level of engagement and the support that parents and carers should provide at home.

- It is vital that all pupils engage in remote learning. We would encourage all parents to try to keep to a good routine and schedule however we do understand that this is not always possible.
- Pupils will be expected to behave in an appropriate manner during live lessons and when communicating via Office 365.

We ask parents to be aware and supportive of the following

- Ensure your child is logging on for registration at 8.45am and 1.00 p.m.
- If you are unable to attend a session due to connection issues then please access the home learning packs on the school website and email the teacher using the class email address (do not call the office).
- If your child's absence will be long term then please inform the school office.
- We understand that there are increasing demands on parents and if you have any concerns please discuss these individually with your class teacher and arrangements can be made to support you.
- Your child's teacher will let you know which work needs to be emailed, please submit this at the requested time so that the class teacher can provide timely feedback.
- Teachers will email back feedback to support pupil progress (in Years 4-6 Class Notebook will sometimes be used).
- Parents are advised to read the feedback to the child and discuss it with them.
- Pupils will get next steps to improve the current piece of work. Pupils should also incorporate the feedback into the next piece of writing.
- We would encourage you to ensure that your child completes work independently as this would be the expectation at school.
- Your child will be able to attend many sessions on their own once you have logged them on, so please leave them to attend their sessions independently as much as possible which will in turn support them when they return to school.
- Please be mindful when the teacher instructs you to mute or unmute your child as this can also cause disruptions to the learning of others in the class. We do not expect shouting out as we would not expect this in class
- Teachers will provide oral feedback in other lessons e.g. in maths pupils self-mark with the teacher as well as guided reading.
- Parents can support with work but not take part in live lessons. Ensure all adults are appropriately dressed
- Pupils will be given a wellbeing homework activity which the parents can participate with their child if they wish
- Parents can contact teachers via phone or email to ask any questions or share any concerns.

How will we assess the children's work

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 effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupils will receive ongoing feedback and support, via email, directly from their class teacher, who will respond to all work submitted in a timely and informative manner.
- Live lessons will also allow assessment to take place with the teacher assessing who has understood a concept or requires additional support etc.... based on responses to questioning and other assessment methods such as “thumbs up” or “show me”.
- Group work will address misconceptions and provide support to enable all pupils to make progress.
- Pupils will also have an opportunity to share work and celebrate successes in weekly live lessons.
- A variety of feedback techniques will be used:
 - Written comments
 - Verbal feedback during live sessions
 - Whole class feedback
 - Group feedback
 - Work which is automatically marked via digital platforms

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:

- Pupils will be provided with practical learning packs that support their needs
- The school SENDCos will email the parents to check on pupils and families weekly basis
- Parents will be provided with resources and equipment that have been identified on their EHCP
- Parents will be directed to the school website for additional resources
- Support staff will provide short live lessons or pre-recorded sessions to support the pupils and the parents/carers
- Those pupils that require a therapist will be able to access support through online sessions

Remote education for self-isolating pupils

How remote education differs when a child is self- isolating separately

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.

A self-isolation booklet is available for each year group on the school website (Remote Learning Page), which provides links to access home learning. The booklets are tailored for all year groups. It also gives advice on how to structure the day (timetable), email address of the class teacher and other useful advice.

Individual children who are self-isolating will be provided with guidance via the school website which will include a list of websites to access for each year group. Pupils will still be expected to complete their weekly homework tasks which parents will be informed by the school newsletter/website. Work can be uploaded so the teachers can provide feedback.

Any teacher who is self-isolating but does not have symptoms, will teach remotely from home to their class. The class will be supported in school by support staff and SLT. Feedback will be given throughout the lessons by the class teacher and peer marking will be used to identify and address misconceptions. The teacher will mark the children's books on a Friday and will return them to school for Monday.