Thornaby Church of England School
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.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

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?

Children will be sent home with exercise books and writing equipment with which to complete their work. If they are not in school at the time of closure equipment will be available from the office. Daily activities will be provided by email for children to complete in the work books.

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 endeavor to teach 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, teachers will use Maths Mastery lessons in school whereas the children will access these through Oak Academy at home. English lessons maybe taught through Oak Academy or BBC or another platform whereas in school the teacher may use different resources, although the learning objectives will be the same.

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	EY : 2 – 3 hours a day on average Key Stage 1: 3 hours a day on average Key Stage 2: 4 hours a day

Accessing remote education

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

EY-Y3 are receiving work by email and Seesaw. Work can be returned by either method. They also access Numberbots, Purplemash, Mathletics,

Y4-Y6 access learning via Microsoft Teams. Assignments are set by this method and children will access a daily meeting with a teacher from their year group. Work is also sent via email. A number of on-line applications are used – Times Tables Rock Stars, Reading Plus, Mathletics, Purplemash.

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:

If no devices are available within the home we have a number of laptops that can be borrowed to support home learning. These can be requested through the class teacher via email or by calling the school office. All laptops must be signed out with a loan agreement.

If parents/carers have difficulty logging on or any other aspect of remote learning then requests for support can be emailed to the class teacher or support can be obtained by phoning the school office.

If you have no fixed broadband connection we may be able to help provide additional data through your mobile phone provider in order to 'hot spot'.

Likewise it maybe possible to provide a dongle of data or a 4G router depending upon circumstances and availability. In each situation support can be gained by phoning the school office.

Printed materials can be available but this is not the most effective solution bearing in mind the volume of work that will be required from children daily. A mixture of learning is the most effective. School will work with parents to achieve the best solution for each family.

If children are accessing printed materials these will need to be submitted to school weekly and the next week's work will then be collected.

How will my child be taught remotely?

Children will be taught via a range of methods and media as no one method will sustain children's engagement over an extended period of time. Different age groups will access each element in differing degrees but will be drawn from the variety below.

- live teaching (online lessons)
- 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

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

Nursery

Children in nursery will be sent a weekly email from the teacher with suggested activities to complete, together with recordings of the teacher reading stories or explaining activities. There is a main input per day based on the story of the week together with phonics, number and themed work to be accessed during the week

Reception

Children in Reception are sent work daily on email. This includes maths via Oak Academy (as this aligns to our maths in school), Numberbots activities, literacy, and differentiated phonics work. There is also a weekly practical challenge set on Seesaw, RE on Thursdays and PE on Fridays.

Y1

Children in Y1 are sent work daily via email. Tasks are set as much as possible as they are in school – maths, literacy, reading, phonics, topic, singing, PE, RE, ICT. Usually 6 activities are set each day. The work is sometimes explained by the teacher via video clip on Seesaw.

Y2

Children in Y2 have a daily morning video from the teacher on Seesaw to explain the tasks for the day. Tasks will follow the daily school structure. These include maths, literacy, reading, phonics, spellings, RE, Topic, PE, ICT.

Y3

Children in Y3 also have a daily video input explaining the tasks. The children are sent the activities via email and these include the lessons that they would normally have that day – maths, literacy, reading, times tables, topic, French, RE, PE, ICT, music

Y4

Children access a daily meeting on teams with the class teacher at 9am. This is when feedback is given on the previous day's work and the current day's activities are explained. All children should access this. Tasks are then set as assignments on teams. This is daily maths, literacy, reading, spelling, maths meeting, topic, French, music, PE etc

Y5

Children in Y5 access their morning meeting on teams at 9.15am. This is when feedback is given on the previous day's work and the current day's activities are explained. All children should access this. Tasks are then set as assignments on teams. This is daily maths, literacy, reading, spelling, maths meeting, topic, French, music, PE etc. Included is time set on Reading Plus and Timestables Rockstars and daily move

Y6

Children in Y6 access their morning meeting on teams at 9.30am. This is when feedback is given on the previous day's work and the current day's activities are explained. All children should access this. Tasks are then set as assignments on teams. This is daily maths, literacy, reading, spelling, maths meeting, topic, French, music, PE etc. Included is time set on Reading Plus and Timestables Rockstars.

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?

Parents need to help children to establish a routine like school. Lessons will be set as if the children are present in school.

Children in Y4-Y6 are expected to attend the morning meeting where the day's tasks will be explained and feedback will be given on the previous day's learning. They are then expected to complete all learning assignments set during that day. Maths and English should be uploaded before 4pm in order for them to be marked before the next day. If parents/children have difficulty uploading work to teams then photographs, scans or emailed work is accepted.

Children in Y1-Y3 are expected to complete all the daily tasks that are set and emailed to parents. These then should be uploaded to seesaw before the end of the day or photographed and emailed to the teacher.

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

Staff will check engagement in learning multiple times a day. If a child has any queries/difficulties the teacher will be available via email to address these and support the parents/child. The teacher will check on-line websites to assess engagement. For those children accessing learning via teams teachers can see who has looked at and submitted assignments. For those using Seesaw the teacher will check and note those children who have uploaded work.

Work is expected daily. Parents will be contacted if no work has been submitted.. This will be via phone, email, Marvellous Me and if there is still no response a home visit will be made.

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:

Feedback will take many forms – written comments, thumbs up, verbal comments recorded, whole group feedback in morning meetings, as well as self marking via web apps eg Reading Plus, Times-tables rock stars, Mathletics, Purplemash

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:

The work set will be differentiated for your child. The class teacher is available via email to support you and your child should they have difficulties accessing the work. This can then be adapted and suggestions made as to how best to support your child with their learning. It may be that the tasks set are of a more practical nature and the teacher will check with you to see what materials you have at home that can be used to enhance their understanding.

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?

If a child is self isolating and the rest of their year group is accessing education in school they will be set work daily by the teacher however this will not be checked until the end of the day. The work will align as closely as possible to the learning taking place with those children who are being taught in school. The expectation is that children complete all the learning that is set.