

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?

All children in key stage 1 and 2 received CGP homework books during the autumn term. During a bubble or year group closure, work will initially be set in these books. Parents/carers will be informed (via text messages) which pages to complete. Children will continue with work on spelling shed, maths shed and times tables rock stars.

Work will be set via Google Classroom from day two to mirror the learning that takes place in the classroom.

For children in nursery and reception, daily emails will be sent out with activities to complete.

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 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, PE, music, art and D&T have been adapted in order to accommodate resources available in homes.

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	Key stage 1: 3 hours a day on average Key stage 2: 4 hours a day
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Accessing remote education

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

Work for children in Key Stage 1 and 2 is set via Google Classroom. For more information about Google Classroom, please see the school's website.

<https://raynhamprimaryschool.co.uk/google-classroom/>

In addition to the work set in Google Classroom, teachers will also use the following websites to set work or direct the children complete activities:

- [BBC Bitesize](#)
- [Oak National Academy](#)
- [Invicta National Academy](#)
- [Spelling and maths shed](#) and [Times Tables Rock Stars \(KS2\)](#)

Early Years learning is shared via emails and parents upload photos and videos to 'Evidence Me'.

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

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

- We will lend laptops to pupils, where possible. Parents/carers can contact the school office to request a device. Upon receipt of the device, parents will be asked to sign a loan agreement.
- If families do not have access to the internet, the school will provide these families with a Vodafone data sim card or a BT Free Wi-Fi voucher. Parents/carers can contact the school office to request either a data sim card or Wi-Fi voucher.
- If children do not have online access they can continue work in their CGP books
- Parents/carers can take photos of children's work and email it to the year group emails if they do not have online access. (<https://raynhamprimaryschool.co.uk/contact-us/>)

How will my child be taught remotely?

Early Years

Early Years' learning is shared daily, via emails to parents/carers. Parents and carers are encouraged to upload photos and videos to '*Evidence Me*'.

Craig Park (Pre-school):

Activities are sent out 3 times a week. These include:

- A story
- A recorded learning session
- Two activities link to the topic that is being covered.

Edmonton Green (Nursery):

Activities are sent out daily. These include:

- A story
- A recorded learning session
- Two to three activities link to the topic that is being covered.

The parents/carers also receive an overview sheet for the week and they are able to pick the activities and when they would like to complete them.

Live story session with a small, targeted group of children.

Reception:

Activities are sent out daily. These include:

- A story
- Recorded learning sessions for phonics and maths.
- Talk for writing activity and video
- Link to Oxford Owl to promote reading
- Daily activities linked to the topic that is being covered.

Live phonics session with a small, targeted group of children.

Years 1 – 6

Work for children in Years 1 to 6 is set via [Google Classroom](#). (For more information about Google Classroom, please see the [school's website](#).) Years 1 to 6 will also have daily lessons uploaded to Google Classroom.

Year 1:

- Daily lessons – pre-recorded by the teacher and uploaded to Google Classroom.
- Daily phonics, reading, story and exercise sessions (pre-recorded).
- Differentiated phonics – targeted groups according to needs
- Live afternoon sessions (daily) – Teachers and children discuss their learning. Stories are also shared.
- All children were given workbooks in September as an additional resource.

Year 2:

- Daily lessons – pre-recorded by the teacher and uploaded to Google Classroom.
- Daily phonics, reading, story and exercise sessions (pre-recorded).
- Differentiated phonics and maths – targeted groups according to needs
- Targeted reading with small groups / 1:1.
- Live afternoon sessions (daily) – Google Meets – Teachers and children discuss their learning. Stories are also shared.
- All children were given workbooks in September as an additional resource.

Years 3 – 6:

- Daily live registration on Google Meets. Feedback about previous day's learning and teachers discuss the day's learning the children will have to complete.
- Daily lessons – pre-recorded by the teacher and uploaded to Google Classroom.
- Live maths lessons for year 6 from Tuesday to Thursday with Mr Numbervator. Additional targeted maths sessions on Mondays and Fridays for a select group of children.
- Live afternoon sessions (daily) – Google Meets – Teachers and children discuss the day's learning. Session is also used for a variety of activities including: additional conferencing, teacher reading to the children, questions and class assemblies.
- All children were given workbooks in September as an additional resource

Weekly provision will include:

In addition to the work set in Google Classroom, teachers will also use the following websites to set work or direct the children complete activities:

- [BBC Bitesize](#)
- [Oak National Academy](#)
- [Invicta National Academy](#)
- [Spelling and maths shed](#) and [Times Tables Rock Stars \(KS2\)](#)

Regular PE challenges set by the coordinator for children and families to complete and submit videos/photos.

Live and pre-recorded assemblies for achievement and whole school theme.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (please see

<https://raynhamprimaryschool.co.uk/children/useful-websites/> and <https://sites.google.com/raynhamprimary.org/raynham-distance-learning/home>)

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?

We expect children to complete all of the work daily by the end of the regular school day (15:30).

Where possible, we would like Key Stage 2 children to attend the morning registration sessions. During this time teachers will briefly recap on the previous day's work and outline the work the children will have to complete during the day.

Where possible, we would like Key Stage 1 and 2 children to attend the afternoon online catch-ups sessions. During this time teachers will briefly recap on the previous day's learning and give feedback on the learning they would have completed.

Having a regular daily routine will support children during their time at home and benefit their learning.

Children in Key Stage 1 and lower Key Stage 2 (years 3 and 4) will need more parental support with their online work. Parents of children in the pre-school, nursery and reception will need to lead the learning at home with guidance teachers email out every day and upload photos and videos to Evidence Me.

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

Teachers will monitor the children's engagement with remote learning on a daily basis.

If the teachers have any concerns about the learning, they will phone parents and inform the senior leadership team.

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. Our approach to feeding back on pupil work is as follows:

- brief comments via Google Classroom or Evidence Me
- verbal feedback during virtual meetings
- whole-class feedback
- quizzes marked automatically via Google Forms

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:

- advise and recommend they attend school
- regular phone calls home with suggested activities
- work received will be assessed as mentioned above

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?

A child who is isolating will continue work in their revision books as well as completing work from the distance learning website.

<https://sites.google.com/raynhamprimary.org/raynham-distance-learning/home>