



Clyst Heath Remote Education Provision Information for Parents and Carers

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?

- In the first instance of a new lockdown teachers will communicate specific tasks to children via the schools adopted digital learning platform, Seesaw.*
- In addition, children already have in place access to a range of support for repetition of fundamental skills for recall purposes – Seesaw learning platform, TT Rock Stars and Spelling Shed, together with Accelerated Reader to support reading comprehension.*

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 may need to make some small adaptations in some subjects. These adaptations are around delivery and not content of the lessons. For example, PE lessons may be taught differently due to lack of specific equipment at home.*

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:

<i>Primary school-aged pupils</i>	<p><i>An average of 3 hours per day in line with government guidance.</i></p> <p><i>See appendix for specific expectations in each Year Group.</i></p>
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Accessing remote education

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

- *At Clyst Heath we use 'Seesaw' as our primary digital platform. We also use 'Times Tables Rock Stars', 'Accelerated Reader', 'White Rose Maths and 'Spelling Shed' to support learning.*

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:

- *We have some capacity to lend devices to those children who do not have a suitable device to access their learning online. Further information can be obtained by contacting the school office.*
- *Should a family have no access to wireless connectivity at home we have the ability to request 'data top-ups' from providers of the 4G network via a government portal. Contact the school office for details.*
- *Should a student still be unable to access online learning we have protocols in place for children to access the curriculum via teaching packs/printed materials prepared and delivered to children at home. These will mirror the activities taking place both in school and online*

How will my child be taught remotely?

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

Children learning remotely have a clear daily and weekly timetable of lessons to be delivered which are outlined in the appendix below. This mirrors the learning taking place for those children in school.

Some examples of remote teaching approaches:

- *daily pre-recorded lessons devised and delivered by teachers. These form the majority of the teaching delivered and are marked and assessed by teachers daily with feedback given where appropriate.*
- *for children in KS2, adapted History and Geography lessons using a digital booklet where appropriate.*
- *printed paper packs produced by teachers where necessary. (e.g. workbooks, worksheets) These will be sent home where needed.*
- *reading books pupils have at home*
- *use of some commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize, Oak Academy or other quality sites.*
- *live connection to support social and emotional well-being and check-ins, where appropriate*

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 have daily engagement with their learning*
- *Parents will be kept fully informed of our protocols and recommendations for setting up routines at home.*
- *We encourage parents and carers to support their children's learning at home wherever possible and will identify specific aspects within activities where this might be appropriate (e.g. reading with a child)*

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

- *We regularly monitor all children's engagement with online learning children through 'Seesaw' learning platform. This is done on a daily basis.*
- *Should a child not engage with set learning we will, in all cases, investigate why this is and make provision to support them*
- *We will contact families by phone or make home visits should we have concerns about engagement with home learning.*

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

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

- *Normal teacher assessment processes will take place dependent on the type of work set*
- *Written, audio or video feedback (as appropriate) will be given to all children to identify their next steps*
- *Feedback is given daily for most work but may be longer dependent on the specific piece (e.g. a piece of writing taking several days/essay)*
- *Assessment may also take the form of short quizzes or tests dependent on the subject/age of the child*
- *In some instances, feedback will be whole class if appropriate*

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 contact and support phone calls to families*
- *Individualised work programs, help with supplying resources/ direction to suitable online resources*
- *Intervention help and support where possible.*

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?

- *For children who are isolating at home, lessons will follow current sequences being taught in school or remotely for other children. These will be delivered on 'Seesaw' in the manner described above.*
- *The content of the lessons will be exactly the same whether the children are able to attend school or not.*

Foundation Stage Unit - Nursery

Monday	Tuesday	Wednesday	Thursday	Friday
<i>X1 activity - (either maths, literacy, EAD, Science, or CL)</i> <i>Story/ singing and rhyme</i>	<i>X1 activity - (either maths, literacy, EAD, Jigsaw or CL)</i>	<i>X1 activity- PD</i> <i>Story/ singing and rhyme</i>	<i>X1 activity - (either maths, literacy, EAD or CL)</i>	<i>X1 activity - (either maths, literacy, EAD, RWA, or CL)</i> <i>Story/ singing and rhyme</i> <i>Weekly Newsletter to round up the week and tell parents about resources and activities for next week.</i>

Foundation Stage Unit - Reception

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>	<i>Phonics</i>
<i>Maths- White Rose</i>	<i>Maths- White Rose</i>	<i>Maths- White Rose</i>	<i>Maths- White Rose</i>	<i>Maths- White Rose</i>
<i>1x activity (either literacy, science, PD, Jigsaw, EAD)</i>	<i>1x activity (either literacy, science, PD, Jigsaw, EAD)</i>	<i>1x activity (either literacy, science, PD, Jigsaw, EAD)</i>	<i>1x activity (either literacy, science, PD, Jigsaw, EAD, RE)</i>	<i>1x activity (either literacy, science, PD, Jigsaw, EAD, RWA)</i>

<i>Story</i>		<i>Story</i>		<i>Story</i>
<i>Reading books put onto Seesaw- x1 a week</i>				<i>Weekly Newsletter on Seesaw to round up the week and tell parents about resources and activities for next week.</i>
REMOTE LEARNING FOR YEARS 1&2				
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Maths lesson</i>	<i>Literacy lesson</i>	<i>Maths lesson</i>	<i>Literacy lesson</i>	<i>Maths lesson</i>
<i>Y1 Phonics/ Y2 grammar, punctuation & spelling</i>	<i>Art or RE lesson</i>	<i>Y1 Phonics/ Y2 grammar, punctuation & spelling</i>	<i>Art or RE lesson</i>	<i>Y1 Phonics/ grammar, punctuation & spelling</i>
<i>15 minutes Spelling shed</i>	<i>15 minutes Spelling shed</i>	<i>15 minutes Spelling shed</i>	<i>15 minutes Spelling shed</i>	<i>15 minutes Spelling shed</i>
<i>15 minutes TT Rock-stars/ Numbots</i>	<i>15 minutes TT Rock-stars/ Numbots</i>	<i>15 minutes TT Rock-stars/ Numbots</i>	<i>15 minutes TT Rock-stars/ Numbots</i>	<i>15 minutes TT Rockstars/ Numbots</i>
<i>15 mins Reading</i>	<i>15 mins Reading</i>	<i>15 mins Reading</i>	<i>15 mins Reading</i>	<i>15 mins Reading</i>
<i>Story time</i>	<i>Story time</i>	<i>Story time</i>	<i>Story time</i>	<i>Story time</i>
<i>2 x challenges</i>	<i>2 x challenges</i>	<i>2 x challenges</i>	<i>2 x challenges</i>	<i>Make something of your own choice!</i>
<i>Weekly independent challenges:</i> <i>Jigsaw, Maths, PE, Literacy, Handwriting, Sentence club, Gaps (Y2 only), Phonics (Y1 only), Narrative (history for this half term)</i>				

REMOTE LEARNING YEARS 3&4					
	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.30am	PE (use Joe Wicks)	Handwriting	PE (use Joe Wicks)	Handwriting	PE (use Joe Wicks)
9.30-10.30am	Literacy				Foundation subject: Art/Music/French/ Jigsaw/RE/DT Will vary
10.30-10.45am	Break				
10.45-11am	Spelling shed assignment				
12-1pm	Lunch				
1-1.30pm	Maths & Times tables rockstar				
1.30-2.45pm	History & Science = 1 lesson each week – please use this time to complete these lessons – see Seesaw for detail				
2.45-3pm	End of the day teacher feedback/round-up (on Seesaw)				
REMOTE LEARNING YEARS 5&6					
	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.30am	PE (use Joe Wicks)	Reading, TTRS, Spelling shed	PE (use Joe Wicks)	Reading, TTRS, Spelling shed	PE (use Joe Wicks)

<i>9.30-10.30am</i>	<i>Maths</i>				
<i>10.30-10.45am</i>	<i>Break</i>				
<i>10.45-12pm</i>	<i>Literacy</i>				
<i>12-1pm</i>	<i>Lunch</i>				
<i>1-1.20pm</i>	<i>Reading</i>				
<i>1.20-3pm</i>	<i>Reading Comprehension</i>	<i>History (Acer/Chestnut) Science (Birch)</i>	<i>Art</i>	<i>History (Birch) Science (Acer/Chestnut)</i>	<i>Complete outstanding work Jigsaw/PSHE</i>