



Remote education provision: information for parents

10.00-10.20	Independent Maths				
	BREAK				
10:30-11.00	All Children- English – ZOOM <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u> Password: <u>xxxxxx</u></b>				
11.00-11.15	Independent English				
11.15-11.45	All Children- Whole Class Reading – ZOOM <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u> Password: <u>xxxxxx</u></b>				
11.45-12.00	Independent Reading Task				
	12pm-12.50 pm LUNCH				
12.50-1.00	Registration				
1.00-1.30	Y4 PPA – PE afternoon using Joe Wick or Cosmic Yoga Every Monday	Foundation Lesson – Geography (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Foundation Lesson – RE (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Spelling (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Foundation Lesson – MFL (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>
1.30-2		Independent Foundation Task	Independent Foundation Task	Independent Foundation Task	Independent Foundation Task
2- 2.30		Foundation Lesson – PSHE (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Foundation Lesson – Science (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Foundation Lesson – Music (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>	Foundation Lesson -DT (Zoom) <b>Mr C</b> <b>Meeting ID: <u>xxxxxxx</u></b> <b>Password: <u>xxxxxx</u></b>
2.30-3		Independent Foundation Task	Independent Foundation Task	Independent Foundation Task	Independent Foundation Task
3-3.10		Class novel (Zoom) <b>Sign in to your own class Zoom</b>			

Self-Isolating children who are well enough to work from home are offered a similar package as above. As long as the child is not too ill to work, the same package/ offer is in place, although class teachers will not be able to record videos or live-stream lessons.

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Work will be uploaded to Purple Mash where pupils can submit their work for daily feedback from the class teacher. Adaptations may need to be made and considerations as to the wellness of supporting adults in the house. This will be assessed and agreed on a case-by-case basis. Work would be reviewed and directed as appropriate.

**Will my child be taught broadly the same curriculum as they would if they were in school?**

We will teach the same curriculum remotely as we do in school.

**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:

Nursery/Reception	4 hours of lessons/learning/tasks
Key Stage 1	5 hours of directed lessons (see timetable above)/learning/tasks
Key Stage 2	5 hours of directed lessons (see timetable above)/learning/tasks

**Accessing remote education**

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

Online live and recorded teaching will be accessed through Zoom. LOOM videos will also be used for pre-set work and support. This may be instructional support, intervention work, story time, etc

Purple Mash will have support activities and learning opportunities as will TT rockstars, Accelerated reader, Bug club, Spelling shed etc. Oak Academy and BBC resources will complement our offer or be used to support learning at alternative hours should parents need direction to this.

Purple Mash will be the main platform for self isolating pupils.

- Reading book - <https://ukhosted102.renlearn.co.uk/2242163/>
- TT Rockstars/ Times tables practice - <https://play.ttrockstars.com/auth/school/teacher>
- Spellings - <https://www.spellingshed.com/en-gb/>
- Handwriting - <https://www.letterjoin.co.uk/>
- Learning from Oak Academy - <https://classroom.thenational.academy/>
- PE – Joe Wicks lessons - <https://www.youtube.com/c/TheBodyCoachTV/videos>

**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:

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We will continue to support through contacting home by phone/ email etc to understand what barriers are in place for all of our children. We will work to address these individually. A number of laptops are available, and these will be signed out to the children in need of them. New orders have already been put in for these and WIFI dongles to support with connectivity issues.

As an alternative, paper booklets will be prepared and have clear instructions along with any weblinks to support use without ICT need or intermittent access etc.

Parents will be contacted when we notice lack of response or involvement with online learning from the outset. For full school/class closures, a weekly text will be sent to all parents advising to contact the school office for support if needed.

The Learning mentor will contact all vulnerable pupils to ascertain their position on this issue. The Learning mentor will finalise all weekly logs of class teacher's records during a weekly session on Friday afternoon each week, to prioritise contacts for the following week. We will ensure vulnerable children have access to a place in school as a priority.

For support: <https://www.highfieldsaintmatthews.wigan.sch.uk/year-groups/remote-learning>

### How will my child be taught remotely?

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

Children will access the same 'workbook' as a paper resource or via email or Purple mash documents. These lessons will be inclusive of the resources needed to facilitate the lesson i.e. success criteria, Knowledge Organisers etc to support learning. Further resources may be added to best support children who cannot access at all, the online provision like paper maps, workbooks/ support resource sheets and booklets like the revision guides.

Some examples of remote teaching approaches:

- live teaching (online Zoom lessons)
- Pre-recorded LOOM sessions/ interventions and directions to support SEN and younger children especially
- Tasks uploaded to Purple Mash for children to access and return to the class teacher for feedback
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books
- commercially available websites supporting the teaching of specific subjects or areas i.e. TTRockstars, spelling shed, Accelerated Reader etc.

## 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 to children to be learning daily and we will have contact with them through their preferred choice. Contact will be made if a child is not online/uploading/returning work for 2 consecutive sessions.

Where parents have indicated that work may need to be undertaken at alternative times, this will be monitored, and 3 times weekly contact will be made and work/ feedback still in place as specified.

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Parents will need to support their children at an age and developmental level and ensure that they are at all times safe and well. Mental health and Health & Safety are the responsibility of the parent and mechanisms are advertised and in place to support parents with concerns with our Learning Mentor.

Teachers will be flexible and consider alternatives with home to best serve the learning of children.

Please use this link to our support pages: <https://www.highfieldsaintmatthews.wigan.sch.uk/year-groups/remote-learning>

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

In the event of full school/class closure

- Twice daily checks and register taken.
- Senior Leaders will drop into live lessons to take part and communicate to the wider school community

For full school/class/self-isolating provision

- Provision to receive completed work and any queries.
- 'Safe and wellbeing' checks made by teachers/support staff. These will be logged on CPOMS.
- We conduct home visits and remote support for those in need. These visits will be logged on CPOMS
- A broader 'School Vulnerable' list has been established (since March 2020) to support those borderline children to ensure no child is overlooked
- We will contact by phone or email (secondary method) and ensure that contact and support is always offered.
- Rewards, certificates and positive communications are to be used to still support engagement.

Through regular communication concerns will be passed (both ways) from home to school

#### 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 in this section:

- Live feedback during lessons- over zoom and interactively
- Individual feedback during lessons/ when contact is made.
- Through the pace of the lesson and via direct questioning/ targeted Questioning
- By using our 5 part lesson and using 'Review and do' (part1) and 'retrieval activities' (i.e. quizzes – part 2)
- TAs will support feedback and attempt to use pockets of times to direct children to small interventions/ support sessions
- Feedback via email for work sent in
- Feedback via purple mash
- Feedback for children in school
- how often pupils will receive feedback on their work
- feedback on paper booklets form home- (following quarantine) -or by telephone by the teacher or TA.

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We have... and will continue to ask parents and children 'how they want the feedback?' to find the quickest and most suitable form of feedback to them.

#### 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:

- Feedback over the phone at least 3x weekly- logged and monitored by SENDCO, class teacher, AHT and learning mentor. and via marking paper booklets.
- Our first priority is to have these children in school and then as a second preference fully accessing remote learning with our support if the parent/ guardian is adamant that this is not an option. How you work with families to deliver remote education for pupils with SEND
- All SEND children are contacted weekly to ensure they are well and able to work well in a challenging but stimulating way.
- Teacher and Tas will support in class and in small groups sessions
- Teachers will continue to scaffold/ differentiate
- Personalized program and supported with LOOM video which is easier to access at time when child is in a work frame of mind! Class times and collective sessions still offered. Class timetable of when these can be accessed via Zoom. Work packs and resources like phonics packs, letter and number formation kits set home already.
- Monitored in the same way as we do other areas of the school, 3 times weekly.
- SENCO and leaders will monitor provision of home learning and in class learning

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## Appendix i

**Staff procedure - Remote Learning**

Office staff – take call informing of a positive case. During the telephone call office staff MUST establish the following:

Scenario A: Pupil is well enough to receive home learning – see below

Scenario B: Pupil is not well enough to receive home learning/other exceptional circumstances (to be agreed by SLT). In this scenario, office staff MUST call home every 2 days to establish if the above scenario is now applicable. COVID spreadsheet to be updated each time a call is made home.

**Well enough for home learning:**

1. Office staff complete COVID spreadsheet and inform Learning Mentor of child needing home learning
2. Learning mentor to contact family to establish online learning equipment available at home i.e. laptop/computer/tablet, wifi access, logins/passwords, space to work, workbooks, writing equipment, etc.  
Where sufficient online learning equipment is not available, the Learning Mentor will work with the class teacher and Senior Leaders to make provision available by loaning laptops, wifi dongles/sending home pens/pencils/workbooks.
3. Learning Mentor to notify Class Teacher and Phase Leader that a child needs to access remote learning and update COVID spreadsheet accordingly
4. Class teacher will set work from the first day of being notified by uploading work to Purple Mash in line with expectations set out in the Remote Learning Policy, and monitor pupil's work /provide feedback on a daily basis
5. Assistant Head will check provision and uptake of work every 3 days, intervening where necessary
6. Learning Mentor will telephone home every week as a point of contact and log contact on CPOMS