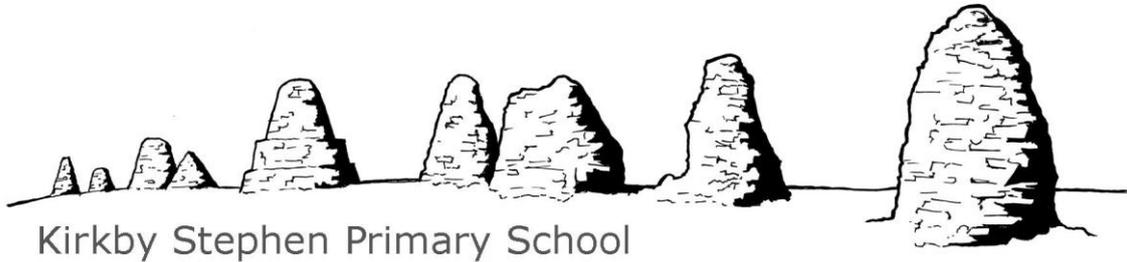


KIRKBY STEPHEN PRIMARY SCHOOL



Covid -19

Providing Remote Education

Information for Parents

2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or 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 document.

1. 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.

1.1 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

At Kirkby Stephen Primary School we will endeavour to put in place our remote learning systems as quickly as possible. Should we need time to put our remote education fully in place then your child should access the school's online resource accounts that have been made available to them. Families have been provided with all the log in details for their child/children.

Reading – Daily reading should be given the highest priority. This is vital for long term success, even with our older children. The more you can do to support your child, the bigger the impact you will have, not only on all of their education but on their whole lives.

Phonics – Children in EYFS/KS1 need to continue to practice their phonics as frequently as possible.

Additional Resources - There are some excellent generic resources that are available for families:

<https://www.twinkl.co.uk/resources/parents>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.thenational.academy/>

<https://central.espresso.co.uk/espresso/>

1.2 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?

At Kirkby Stephen Primary School, wherever possible and appropriate, we teach the same curriculum remotely as we teach in school. However, we may need to make some adaptations in some subjects, activities and experiences especially when specific equipment and resources are required. For example, a science topic such as 'Electricity' which requires specific and specialised equipment, may be swapped for a topic such as 'Earth and Space' that is more conducive to learning remotely. We will use our professional judgement when making these decisions and we will plan to teach any parts of the curriculum that are missed at a later date (in class).

2. Remote teaching and study time each day

2.1 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:

Key Stage 1	Nursery – We would love all our Nursery children to engage with the activities we provide but there is no minimum time expectation. Reception: 2 hours Years 1 & 2: 2-3 hours
Key Stage 2	Years 3 & 4: 3-4 hours Years 5 & 6: 4-5 hours

3. Accessing remote education

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

All our children/parents have been provided with details (passwords, log-ins etc) to enable them to access remote learning. If parents/pupils need these details re-sending at any time, please contact the school or the class teacher. We would not expect young children to access their online remote learning without adult support and supervision.

3.2 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:

- Source or lend school laptops or tablets to pupils. If parents or carers require information about borrowing a device they should contact office@ksps.cumbria.sch.uk. Families will be expected to sign a lending agreement.
- Apply for additional mobile data from the DfE on behalf of families who need an internet connection. Parents should contact office@ksps.cumbria.sch.uk to apply for these.
- Where pupils do not have any online access and therefore require printed materials, parents should contact their child's class teacher who will arrange for the appropriate resources to be made available for collection from school. This may mean that the work is changed slightly eg if the online activity included a video, the work will be changed so that no internet access is required. Paper copies sent out are likely to be packs containing weekly/fortnightly work. Any work that is then returned to the school will be marked by the teacher, who will then be able to provide feedback to the child, either written on the work or by telephone.

3.3 How will my child be taught remotely?

Please find details below regarding the approaches that will be used by each class:

Year 6

Provision is for 4 to 5 hours daily learning and is clearly set out on the class webpage timetable:

- Daily class Zoom meetings.
- All children issued with a Gmail account and in direct contact with class teacher via email.
- Daily English tasks (using CGP books sent home, and reading and writing tasks set via Google Classroom), following the planned “Floodland” topic.
- Daily Mini Maths and White Rose Maths, following the same curriculum we would be following at school.
- Daily “topic” task (Science and Foundation subjects, linked to topic and using Oak Academy and Google Classroom)

Year 5

Daily class Zoom meetings @ 9:15 (40 mins) Well-being, motivation, and class discussion time.

Mini Maths: 20 minutes, including self-assessment marking; link to Mini Maths website.

Reading: Approximately 45 minutes, including self-assessment marking. Daily Comprehension, topic related text, followed by 10 questions in the style of school Guided Reading (VIPERS).

Maths: 1 hour, including self-assessment marking. White Rose Maths lesson, with accompanying video provided plus any additional resources.

English Starter Activity: 20 minutes, including self-assessment marking; link to picture of activity.

Writing: 45/60 minutes, including follow up activities and writing tasks. Online lesson from Oak Academy in a sequential form.

Afternoon activity 1: Weekly subjects (Science, History, Geography, Art, Computing, and DT). One lesson each day, approximately 1 hour, linked to the half termly topic. PSHE activity each Friday.

Afternoon activity 2: Approximately 30 minutes of either French, Music or RE.

All work is on the Class 5 page on the school website. There is a weekly timetable outlining each day's tasks, with all accompanying links and resources in the subject ‘paint splashes’ below.

Additional Activities:

Daily reading, Times Table Rock Stars, Espresso, daily exercise.

The class teacher will ensure that there is regular contact with parents, usually every two days but at least once a week.

Generally, pupils will be given work with the answers supplied, so that they can mark their work after completing each piece. It is hoped that most children will send pictures of their work so that the teacher can see their progress. The children will then receive a reply via email with comments about their work. For more extensive pieces of work (History Timeline poster, research about

Planets etc), children will be asked to send in pictures of their work. Response from the teacher will consist of comments about their progress and any possible improvements, if appropriate. Pupils will also be asked to send at least one piece of writing per week and they will be given formal feedback.

Year 4

A time table will be created every week with Maths, English and Topic activities detailed for each day.

Maths – Children will be following the White Rose Scheme for Maths, as we would be in school. They will also be given Mini Maths to complete each day.

Reading – Children will be given a text to listen to or read and then questions to answer in the same format as would be taught in school.

English – Children will be given a daily writing task which may be in the form of Oak Academy or teacher made.

Topic – Foundation subjects (History, Geography, Art, Science, PE, PSHE, French); one lesson to be completed each day.

Children are encouraged to read every day for at least 30 minutes and to partake in some form of exercise every day.

In addition, children can access Times Table Rock Stars to continue practicing times table at home.

The timetables and related work are available on the school website and also SeeSaw. Children are asked to upload their work to SeeSaw in order that the teachers can check, comment on it and provide feedback. The teachers are also able to clear up any misconceptions. All work on seesaw is checked and responded to.

There is an additional section on the website for extra challenges if parents feel their children need this. Fortnightly zoom sessions are taking place (on Wednesday and Friday) enabling us to speak to the children and for the children to chat with their peers. It is also an opportunity to ask any questions. There will be weekly email or phone contact with parents to check in and support any families who need it.

Year 3

Families should use the online resource accounts with the log in details (that they have been provided with) for:

- Discovery Education
- Times Table Rock Stars (recommended to use daily)

In Year 3, all work can be found on the class page on the school website. We also use SeeSaw to make all the activities interactive, allowing all children to complete their work on-line without having to print any work off. Parents are welcome to decide which format is best for their needs. However, we do recommend SeeSaw to all.

Each week, the work will be posted to our class page and onto SeeSaw. We are able to check your child's engagement through their responses to work, which is checked daily. The children are given daily feedback through written comments, recorded voice messages, pictures and emojis. If your child has not engaged with the app we will contact you, via email. Zoom calls will take place fortnightly, which also allows us the opportunity to check that children are engaged and to catch up socially. Any work emailed to the teachers will receive feedback and a response as soon as possible.

Each child should be completing Maths, English, Guided Reading and one other subject daily. Daily reading should also be a high priority. Where possible, books will be made available to collect from school (following Covid-19 restrictions).

We will also be using pre-recorded teaching eg Oak National Academy lessons and other video/audio recordings.

All remote learning can be completed at any time during the week, providing families with the flexibility to work around their own day.

Year 2

Topic work follows plan for each half term. Parents are provided with a half termly Topic Web outlining the plan. All online tasks are made available on the school website.

Maths: Children are following the White Rose scheme. Extra resources are also uploaded on the class page, depending on the given focus and needs of the class. Where necessary e.g. for extra challenge, specific materials are provided to individual children. Learning links are added to the class page and changed weekly to further support and consolidate learning.

English: The online reading scheme link is in place. The children can access this daily and it is free to use between 9 am - 4pm. Each child's reading can be logged on (available for the class teacher to see also). All books have been set up so that the children are reading in line with their 'book band level'.

The children are encouraged to share their work with the class teacher(s) regularly. Examples of their work are uploaded onto the class webpage. The class teacher speaks to every child and parent fortnightly. Parents whose children are not attending school are emailed or spoken to on the phone to explain the learning set for the week ahead. Parents' queries or concerns are also addressed quickly by email and feedback is provided for children as necessary.

Home Learning packs are available alongside the online remote learning. The packs are available for collection fortnightly from the school and are designed to encourage more independent learning in addition to the online tasks, as they include 'Basic Year 2 Skills'. The work packs also

include: Maths and English workbooks in which the children can complete their work, the children's most recent spelling tests and four reading books (which are changed fortnightly).

Year 1

All information detailing the weekly expected learning and activities are uploaded to the school website class page. An email has been sent to all parents, explaining how they access remote learning. Our class page contains all relevant links to videos and selected websites.

A pack of class reading books have been provided, tailored to the stage and specific needs of each pupil. These will be changed every two weeks.

A further pack of printed activity booklets, workbook and reference sheets have also been provided to all families.

We will try to ensure that our remote learning is not time dependent, so that families can be flexible about when remote learning is completed.

We would expect each child to complete core learning in Maths, Literacy and Phonics each day. As Reading is a high priority, we would ask each child to read daily, if possible, with an adult.

We will also ask parents to provide pictures and/or videos of children accessing their learning.

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

- Planned learning and activities appropriately linked to the National Curriculum are uploaded to the class page for children/parents to access at a time that is convenient for them.
- Individual log in has been set up for accessing on-line reading books on 'Epic'. Books are individually selected to ensure pupils' learning needs are met.
- PE lessons recorded specifically for our school (by our external Sports coach) are available on the website.
- Links are provided to commercially available websites, including video clips or sequences; Discovery Education, White Rose Maths, Twinkl, BBC Bitesize, Oxford Owl. All are pre-selected to support the children in developing and extending their learning.
- A fortnightly phone call will be made to all parents (excluding the critical worker/vulnerable already in school.) to provide support and advice as necessary.
- Daily contact and feedback is available when pictures of work are received via email.
- Parent's queries and concerns are addressed quickly, via email or a telephone call.
- Pictures and videos will be uploaded to the website to celebrate the children's efforts.

Reception

Provision is for 2 hours daily learning and is clearly set out on the class webpage. Apart from phonics and mathematics, all work set clearly states that it is to be completed 'throughout week beginning ...' There is no formal timetable in EYFS.

- Daily phonics: 30 minute task - teaching of letters and sounds tailored to class' needs and next steps.
- Daily 30 minute Maths activity - White Rose Maths and a practical task linked to the learning for that week.
- Daily topic activity: i.e. physical development, understanding the world, expressive arts and design, personal, social and emotional development.
- PE Lessons: recorded specifically for our school by external Sports Coach.
- Website links: including video clips or sequences; Discovery Education, White Rose Maths, Twinkl, BBC Bitesize, Oxford Owl.
- Book Swap: Parents of children who are accessing Phonic scheme books invited to drop off books on a Friday and then collect new ones on a Monday.
- Printed Home Learning packs are available alongside the online remote learning. The packs are available for collection weekly from school.

All parents receive a fortnightly phone call for discussion with Class Teacher and to answer any queries/questions and are given verbal feedback. Most children ask to speak to the Class Teacher for a general chat.

All parents emailed on Friday afternoon regarding following weeks work and opportunity given to request an extra phone call for the following week.

Parents of children in school receive weekly emails and have opportunity to talk to Class Teacher at drop off/pick up times.

Class Teacher has daily contact via email, receiving pictures and uploading to the class page, answering any queries and giving written feedback.

Nursery

In the Nursery, there is no minimum time expectation for the children but we are encouraging all children to access the activities online.

All activities are based around our topic for this half-term. We are focusing on a different story each week, which is uploaded onto the class page, as well as a song/rhyme for parents to access with their child.

The activities include, counting, cutting skills, mark making etc.

We are emailing/phoning parents regularly and are encouraging them to send us photos of what the children have been doing at home. We are also available to help whenever parents need to contact us.

4. Engagement and feedback

4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Whilst safety and happiness remain priorities and we understand the pressures families are under during lockdown situations, we do expect each child to engage with their home learning.

- Each child is expected to complete Maths, Literacy and, for EYFS/KS1, Phonics activities daily. There are additional activities provided by class teachers.
- As Reading is such a high priority to us we also expect each child to read regularly (daily if possible) either with an adult or to themselves.
- Children should also regularly practice their times tables.

The amount of parental support each child will need will depend on their age and ability. Parents are not expected to 'teach' their children, but support them by providing a suitable learning environment, time and the resources to access their learning (if you do not have the appropriate resources please see above for how we can help).

Depending on the age of the child, support may include:

- Setting a good routine for your child within the other demands of the family.
- Providing and setting up a quiet space for learning.
- Accessing and logging on to online learning.
- Supporting your child to read and understand what they need to do.
- Checking learning has been completed and submitted.
- Helping find simple resources. You will not be expected to buy any resources but we may suggest using resources commonly found at home to support learning eg Lego, clothes pegs, pasta etc.
- Informing the teacher as soon as possible if your child is having any difficulties with the home learning or accessing it.

Although families may choose to do so, there will be no expectation to print anything that is sent out from school. This applies across all the classes.

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

- Staff will contact pupils/parents (eg via email) asking for pictures of children's work.
- Staff will monitor the collection/return of packs as appropriate.
- Staff will telephone/email parents if they have any concerns.
- If any staff notice that any children in their classes have not engaged for 1/2 days, then they will endeavour to contact parents to check if everything is as it should be (ie everyone in the family is well) or if they need any help getting back on track with remote learning.

4.3 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. We will use a range of methods to feedback to children about their work and progress including:

- Teacher marked work.
- Verbal feedback in virtual Zoom meetings.
- Collaborative and self-marking in the virtual Zoom meetings.
- Verbal feedback via phone calls (weekly/fortnightly).
- Short written comments via email as work is sent in.
- A picture or emoji.

Feedback will be regular and for many children may be daily, but this will depend on the task, the age of the child and the matching the appropriate feedback strategy to the type of learning.

5. Additional support for pupils with particular needs

5.1 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 our younger Nursery and Reception EYFS children and 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.

5.2 SEND

The teachers at Kirkby Stephen Primary School know the children in their class and their needs very well. Just as they would in the classroom, in planning their class' remote learning they will take these children's needs into consideration and provide appropriate learning so each child can make good progress.

Learning Packs will be provided to suit the child's individual interests and needs as appropriate.

Some children, especially those with an EHCP or Early Help, may need further adaptations to their learning and for those children our teachers will work closely with those families to deliver a much more tailored experience on a one to one basis.

6. 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 is likely to differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

6.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Should we have individual children or families isolating at home, we will work closely with the families to support them. We will use on-line learning, email or paper-based learning packs (whichever is most appropriate at the time) to provide the children at home with the same learning, or as close as possible, to that of their peers in school. These children will be provided with the same or adapted learning materials so they can still access the same curriculum they would be doing if they were in school.