



Eversley Primary School  
Remote Learning Provision

January 2021

## **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?**

Teachers have been asked to upload all work that is being taught within school on Microsoft Teams, including foundation subjects where possible. If your child is in school when they are sent home, your child will be given at least one activity to complete, which will allow the teacher to upload or email further work.

#### **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, in physical education and design and technology. The resources or equipment might not be available to achieve the learning outcomes. Teachers will try and adapt lessons to ensure that full curriculum coverage is being taught.

### **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	EYFS & KS1- a minimum of 3 hours.  KS2 – a minimum of 4 hours
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## **Accessing remote education**

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

Through Tapestry in Reception and Microsoft Teams Reception to Year 6. All children have been provided with their log in details and training for children and parents has been given.

In the event of your child being sent home a training PowerPoint will be sent home. Where possible an individual or class training sessions can be requested where a member of staff will train or talk through how to access Microsoft Teams.

### **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 take regular audits to ascertain which child does not have access to a digital device. We will endeavour wherever possible to lend a device to a child if school stocks allow.

If we are unable to provide a device or internet access, paper packs of the work will be given to the child. These packs will either be available to collect from the school or in the event of a whole family self-isolating will be delivered to the home.

On collection of new paper packs of work, the completed work must be handed in to the school.

### **How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- live teaching (online lessons – a minimum of 2 live lessons daily)
- recorded teaching (e.g. video/audio recordings made by the teachers or Oak National Academy lessons,)
- 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

## **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?**

- All classes will provide a daily timetable which will show the online learning expectations daily.
- If your child is accessing the learning online, we expect EYFS, KS1 and KS2 to logon by 9am each morning and register with their teacher. The teacher will go through the timetable for the day explaining what work needs to be completed by the end of the day to the best of their abilities.
- Parents are expected to set up learning routines and provide a space for the child to complete their lessons.

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

- If a child is accessing remote learning via Microsoft Teams, teachers will check daily to see that work is completed and handed in. The teacher completes a daily morning and end of day register to monitor which children are accessing daily lives. Where your child is not engaged, the school will telephone you to find out why.
- If paper packs are not being returned on a minimum of a weekly basis, a telephone call from the school 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 or learning marked

automatically through Microsoft Teams. Our approach to feeding back on pupil work is as follows:

- English and maths will be marked on a regular basis, marking must give feedback and *may* provide opportunities for pupils to respond to this.
- All foundation subjects will be acknowledged with a short mark, indicating if the learning objective has been met.
- Whole class quizzes at the end or start of the day in a live session.
- Whole class marking within a live drop-in providing instant feedback.

## **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 school's Inclusion Manager or SENCo will be in touch with you and decide together how best to support your child at home if they are self-isolating. In some circumstances where your child has 1:1 support we will endeavor to set up sessions with this adult to support your child at home.
- In the case of a localised or national lockdown, wherever possible children with an EHCP will be educated onsite.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, remote education 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?**

- Your child may access the classroom live for the day – a link will be provided for your child to stream into the lesson and watch the teacher deliver the instructional part. They will then be asked to complete the independent part with the camera switched off. The camera will focus on the teacher only.
- Where the above is not possible, the child will be sent work to complete in line with the rest of the class, via Microsoft Teams. The teachers may pre-record the instructional part of the lesson.

### **Home Learning at Eversley Primary School**

#### **What will the home learning experience look like for Reception?**

For Reception they will be predominantly using Tapestry to interact with parents and children. They will also provide daily live sessions through Microsoft Teams so that they can engage in lessons with the staff and peers.

- 9.00-9.30am - Daily morning welcome, singing, register, day/date/weather/season update and live English, maths or theme focus on Microsoft Teams.
- 9.30am - Daily phonics lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry and a task is set at the end of the pre-recorded lesson.
- 10.00am - Daily maths Lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry. A task is usually set at the end of the pre-recorded lesson or the small group session may include the lesson task/follow up.
- Between 10.45-11.45am and 12.45-1.45pm each child will have a small group session (approx. 20 minutes) with a maths, English or theme focus. These will be available on Microsoft Teams.
- 2.00pm - Daily theme lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry. A task is usually set at the end of the pre-recorded lesson or the small group session may include the lesson task/follow up.
- 2.45-3.00pm - Live story on Microsoft Teams with a recap on the day.

Throughout the day teachers request that children (parents) upload photographs and videos of work that has been set during live or pre-recorded sessions onto Tapestry. The teachers and team leader provide feedback on all work and often provide 'next step' comments. These are personalised to move the individual learning of children on in specific observations/tasks.

## **On Wednesday, all teachers have PPA, so the day's home learning looks different for Reception:**

- 9.00-9.40am - Daily morning welcome, singing, register, day/date/weather/season update and live dough gym/disco session.
- 9.45am - Daily phonics lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry and a task is set at the end of the pre-recorded lesson.
- 10.00am - Daily maths lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry. A task is usually set at the end of the pre-recorded lesson.
- 2.00pm - Daily theme lesson (pre-recorded by an Eversley Reception teacher). Available on Tapestry. A task is usually set at the end of the pre-recorded lesson.
- 2.45-3.00pm - Live Story on Microsoft Teams with a recap on the day.

Throughout the day teachers request that children (parents) upload photographs and videos of work that has been set during live or pre-recorded sessions onto Tapestry. The teachers and team leader provide feedback on all work and often provide 'next step' comments. These are personalised to move the individual learning of children on in specific observations/tasks.

## **What will the home learning experience look like for Years 1, 2 and 3 on Microsoft Teams?**

**8.45-9.00** - Pre-recorded assembly

**9.00-9.30** - Live morning welcome, register, with English or maths focus

**9.30-10.30** - Pre-recorded maths/English lesson. The class teacher, teaching assistant, learning support assistant to work with small groups of children taking live reading sessions

**10.30-10.45** - Break

**10.45-11.45** - Pre-recorded maths/English lesson. The class teacher, teaching assistant or learning support assistant to work with small groups of children taking live reading sessions

**11.45-12.45** - Lunch & get active session

**12.45-1.00** - Independent reading

**1.00-2.30** - Pre-recorded foundation lesson (pupils to work independently)

**1.00-2.30** - Teachers, teaching assistants and learning support assistants to continue doing live reading groups

**2.30-2.45 or 3.00** - Live end of day teaching – story, quiz or the teacher to go through answers from the day's learning

**4.00** - Daily work to be submitted for marking for 24 hours

### **What will the home learning experience look like for Years 4, 5 & 6?**

**8.45-9.00** - Pre-recorded assembly

**9.00-9.30** - Live morning welcome, register with English or maths focus

**9.30-10.30** - English live teaching with pre-recorded lesson for support

**10.30-10.45** - Break

**10.45-11.45** - Maths live teaching with pre-recorded lesson for support

**11.45-12.45** - Lunch & get active

**12.45-1.00** - Independent reading

**1.00-2.30** - Pre-recorded foundation lesson (pupils to work independently)

**2.30-2.45 or 3.00** - Live end of day teaching – story, quiz or the teacher to go through answers from the days learning

**4.00** - Daily work to be submitted for marking for 24 hours

**On Wednesdays, all teachers have PPA, so the day's home learning looks different for all year groups**

**9.00-10.00** - Live morning welcome, register with live English or maths focus

**10.00-11.45** - Pre-recorded lessons for maths and English

**11.45-12.45** - Lunch & get active session

**12.45-1.00** - Independent reading

**1.00-2.30** - Pre-recorded foundation subject with extension

**2.30-2.45 or 3.00** - Live end of day teaching – story, quiz or go through answers

**4.00** - Daily work to be submitted for marking within 24 hours