

## **NIS 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 where national or local restrictions require entire cohorts 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?**

When there are any national, local or cohort closures in relation to Covid-19, children will access Google Meet and Class Dojo. There will be daily hangouts in the Google Meet in addition to the work set. All children have log in details for Google Meet and know how to log in. How to help is given to parents through the message page in Class Dojo, the schools chosen communication platform for remote learning.

### **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?**

Whenever there is a school or cohort closure the following will be offered;  
We teach the same curriculum remotely as we do in school, with much of this completed remotely through Google Meet, Google Slides and instructional videos, from time to time some of this is through live streaming e.g. daily phonics. The only exception to this will be where it isn't possible to complete a planned activity at home as it would be in school, for example team games in PE. Where this is the case an alternative pre recorded or available platform with suitable guidance for teaching will be shared.

## 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:

EYFS	Children in the EYFS are offered daily hangouts in the morning and afternoon. There will be 4 lessons worth of work available on Class DoJo daily (phonics, english, maths and expedition) . As much of the EYFS is play based, there will be suggested activities to try in the home that will support all areas of development. The afternoon hangout will review the day, listen to a story and checkout.
Key Stage 1	<p>Online provision is all children receiving</p> <ul style="list-style-type: none"><li>- Maths 5 x a week (Monday - Wednesday is based on White Rose Maths, Thursday is a recap based on assessments before Christmas and Friday is a 'fix it'/challenge day)</li><li>- English is provided 5 x a week (Monday - Wednesday is based around our core text, Thursday and Friday are a reading and grammar focus),</li><li>- Phonics is provided daily also in Year One and where appropriate for year two.</li><li>- Expedition is provided 3x a week</li><li>- Thursday PM is Get fit or Get crafty - slides are provided with craft activities linked to our expedition, PE activities, yoga etc - this provides a talking point in crew sessions.</li><li>- Crew check ins happen twice daily - Morning is usually a check in question, run down of the day, questions etc. Afternoon is a check in, a game, a story, sharing beautiful work, chat about HoWLs etc.</li></ul> <p>Lessons currently consist of relevant White Rose Maths resources, ClickView, Google Forms, Google slides (agreed format across KS1) , pre recorded videos.</p>

## **Accessing remote education**

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

All children have access to Class Dojo and Google Meet. All additional online platforms are available to use at home in the same way they are when the school is fully open. At times children will be encouraged or directed to use these platforms for specific tasks. E.g. Rising Stars Reading Planet or Collins Big Cat reading books

### **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:

If children are vulnerable due to their limited online access we will wherever possible offer them at least part time in school provision where capacity allows this;

In addition we are able to offer technical support to children and parents to access the Google Meet through devices they have access to at home.

Children will be issued with a device per family as per Trust guidelines, if all other means have been addressed and the access is still a concern, in these instances we will work with the family to ensure they are accessing hangouts daily.

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

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

In Nursery there are 2 daily live sessions (one in the morning and one in the afternoon) These sessions incorporate crew and also time to discuss and review learning challenges that have been set on the weekly home learning menu.

In Reception children receive a daily home learning menu with tasks linked to phonics, english, maths and expedition. We then hold 3 daily live sessions (two in a morning for crew and also learning challenges and interactive activities. The third session takes place in the afternoon to review the day and share a story.

In KS1 all classes start and end their day with a 30 min crew session. In addition there are 3 online lessons daily, which consist of slides, videos, activities and links to other websites etc, these are all launched using Class Dojo.

Where children who are accessing provision at home alternative arrangements have been made for those families struggling with devices etc for example paper packs of work.

Reading books pupils have at home are encouraged. Reading is often a focus of crew sessions and it included in weekly English cycles.

## **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?**

Children are expected to log into the morning Google Meet daily, there are clear protocols for hangouts shared with the children and these are visited during every session. Children are encouraged to join the live hangouts but may work through the slides and tasks at their own pace if this is preferable and supports the balance of screen time and their mental health..

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

All children should engage daily, where a child has not engaged with online learning for a day, we will contact parents, where parents cannot be reached a home visit will be made. All children should submit work daily (if this cannot be done within school hours parents must arrange otherwise with their child's class teacher to ensure all children are remaining on track).

### **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:

A variety of feedback will be offered, verbally during live sessions, through self-critique and through teacher critique feedback. In addition, daily feedback will be given either as a comment on a child's piece of work or a like (dependant on the piece of work). Personal messages and feedback are also sent to children who have submitted photographic evidence of their activities. Also by giving dojo points or including the childrens work in class blogs or weekly highlights in crew sessions. The language of critique will be used with the students as this is nothing new.

## **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:

Where children have an EHCP or they are identified as SEND we will wherever possible offer them provision in school where capacity allows this. In addition parents are supported through class dojo or via the telephone by the class teacher. Children are en

couraged to access live crew sessions in order to have the opportunity for the class teacher to speak to the child face to face and for them to have contact with their peers. The SENCO will contact families to provide additional in order for them to access the on line provsion.

### **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?**

Where students are self-isolating but there are no cohorts out of school, the child's class teacher or a member of their year group team will make contact to speak to the children at least every third day. In addition, children will be encouraged to access Class Dojo where the daily slides will be shared by class teachers. When a cohort is out of school, any adults who are well but isolating will run hangouts for all children who are isolating regardless of year group to check in and support with learning.