

Coton Green Primary School

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 document.

If you have any questions or queries about our remote learning provision, please contact Headteacher, Mr Richard Osborne via the school office enquiry email: (office@cotongreen.staffs.sch.uk).

The remote curriculum: what is taught to pupils at home

Pupils' first day or two at 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?

When children are having to self-isolate, they will be sent links to the appropriate Oak Academy online lessons that match, as far as possible, the curriculum in school.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate.
- Our remote learning provision is coherent and carefully sequenced and mirrors the curriculum which would have been taught in school at this point in the year.
- We have needed to make some adaptations in some subjects, for example science and P.E. We have adapted the science curriculum to consider resources which families may have readily available at home with regard to 'working scientifically'. With PE, we encourage families to take daily exercise in line with the Government restrictions as well as following the suggestions in our remote learning resources. In foundation subjects, the curriculum is taught in its entirety but in some cases, on a fortnightly rather than weekly basis.

How will my child be taught remotely?

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

- Teachers will use videos found on the Oak National Academy and BBC Bitesize websites and videos made by themselves to support children's learning.

In EYFS:

- All children have access to a daily RWI lessons, including Speed Sound reading, Word Time reading and Word Time spelling.
- All children will be 'set' a phonically decodable book online from the Oxford Owl www.oxfordowl.co.uk
- All children will have the opportunity to listen to a pre-recorded story read by one of the staff at school.

Key Stage 1

- All children will receive two daily pre-recorded introductions to each morning and afternoon session delivered by a teacher.
- Children in Nursery, Reception, Year 1 and Year 2 will have access to a daily phonics lessons using the Read, Write Inc phonics portal. Phonic decodable books will be allocated to support this delivery. All lessons allocated are based on the individual child's reading proficiency. Links to the appropriate sounds are sent via the learning platforms.
- Children will be 'set' reading online from the Oxford Owl www.oxfordowl.co.uk

Children will be allocated phonically decodable books based on their reading proficiency.

- All children will have a pre-recorded daily mathematics fluency task.

At Key Stage 2:

- Children in years 3, 4, 5 and 6 will have a mixture of live lessons with their teachers, and lessons delivered by Oak Academy, in English, maths and a foundation subject each day. This is accessed using Microsoft Teams.
- Children are expected to read daily using their 'Reading Plus' account or Pearson Bug Club

<https://student.readingplus.com/seereader/api/sec/login>

<https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family/bug-club.html>

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The Department for Education recommends that schools set work that is of equivalent length to the core teaching pupils would receive in school. This includes both remote teaching and independent work.

In Reception, Year 1 and Year 2, this is equivalent to 3 hours a day, on average, across the school cohort. This means that children in Year 2 may expect work set by the school to take more time than children in reception.

In Year 3, 4, 5 and 6, this is equivalent to 4 hours a day.

In addition to engaging with remote teaching and independent tasks each day, it's important to encourage your child to engage in social interaction and age appropriate activities as well as regular exercise.

Accessing remote education

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

- All children's learning, is posted daily onto the following interactive platforms:

Early Years (Nursery and Reception): <https://2simple.com/evidenceme/>

Years 1 and 2: www.classdojo.com

Years 3,4,5 and 6: Microsoft Teams

All children have been given their own login details.

Teachers will upload pre-recorded lessons and other activities daily

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:

- A small number of individual devices are available for families to loan and these are allocated to pupils in greatest need. Senior Leaders are in regular communication with parents, as are class teachers about level of need.
- Parents are signposted, as appropriate, to access the DfE 'get help with technology' data upgrade. Senior Leaders and class teachers are in regular communication with parents about level of need.
- All work packs can be accessed on a number of devices and it is not necessary for these to be printed off. For those that cannot view the on-line work packs, paper packs are prepared for individual collection.
- For those pupils who cannot share their work electronically, copies of completed work can be hand delivered or posted into school for the attention of the class teacher.
- In the event of all the above failing, those children without access to a device at home are invited to attend school – in line with government guidelines.

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?

- Teachers will monitor each child's daily access and engagement with the work.
- All children are expected to engage with the remote learning set by school and this will be monitored daily.
- We encourage and promote parents and carers to establish a daily routine with regular sleep patterns, regular breaks, opportunities for age appropriate activities and exercise and to encourage pupils to engage in a daily act of kindness.
- Where engagement with remote learning is problematic, a member of the school nurture team will make contact with parents/carers and the child to discuss additional support that might be needed.
- If you or your child are struggling to engage with the home learning, please contact your child's class teacher in the first instance or the school office by e-mail (office@cotongreen.staffs.sch.uk) or by telephone (01827 337456) and a member of staff will be in touch.
- You can also email the teaching teams direct:
eyfs@cotongreen.staffs.sch.uk; year1and2@cotongreen.staffs.sch.uk;
year3and4@cotongreen.staffs.sch.uk; year5and6@cotongreen.staffs.sch.uk

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

At Coton Green we know that assessment is an integral part of the teaching and learning process. Assessment is the means by which we monitor the progress of pupils and evaluate the effectiveness of the quality of learning and teaching. It involves making judgements about a pupil's level of knowledge, understanding and attainment in processes, skills, knowledge and understanding in relation to the Early Learning Goals or the National Curriculum Programmes of Study and then deciding on the most effective teaching strategies to adopt, to formulate the next steps.

During this period of remote learning, your child's teacher will use a variety of methods to assess progress:

- **Evidence Me / Class Dojo / Teams:** We will encourage parents to share their child's work via these platforms so children can receive daily **personalised feedback** from their class teachers and teaching assistants.
- **Quizzes and retrieval practice** - children will enjoy completing these which will help them to identify their own strengths and areas for development.
- **Self-assessment opportunities** are planned for some learning sessions.
- Children are expected to submit completed work daily. All work submitted by children is assessed by the teachers.

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.

- The SENDCo is working collaboratively to support families, leaders, teachers and teaching assistants to ensure that all remote learning is tailored to the needs of individual children with an identified need e.g. bespoke paper packs.
- The SENDCo is continuing to work with multi-agencies to ensure continued support and provision for pupils with EHC plans.
- All children with an EHC plan or in the EHC assessment process have been invited into school.

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?

- If a class bubble needs to self-isolate, remote provision will be the same as described above, with some children receiving well-being phone calls from school.
- If an individual child needs to self-isolate, remote provision will be provided by quality recorded lessons, e.g. Oak Academy. Parents will be emailed with an outline for the period of isolation, on a weekly basis.

Children isolating will be expected to read daily using their online reading account:

Oxford Owl www.oxfordowl.co.uk

Reading Plus <https://student.readingplus.com/seereader/api/sec/login>

Pearson Bug Club <https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family/bug-club.html>

Children will be allocated reading based on their reading proficiency.