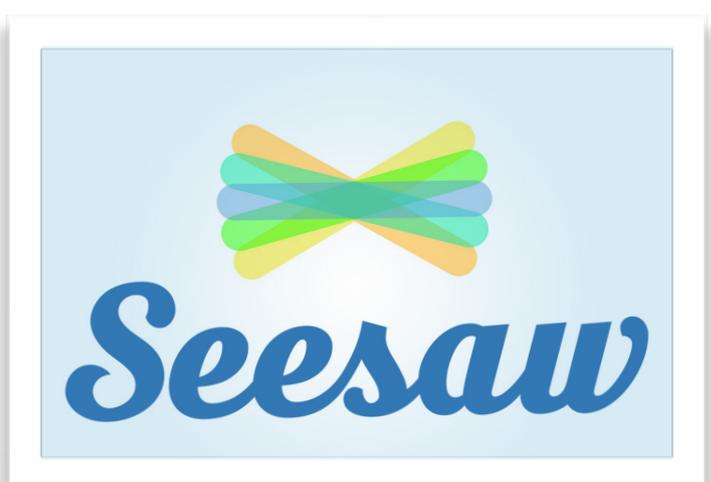




Templemoor Infant and Nursery School

Remote Education Provision Information for Parents



Contents

Introduction	Page 3
The Remote Curriculum: What is taught to pupils at home?	Page 4
Remote teaching and study time each day	Page 5
Accessing Remote Education	Page 5
Engagement and Feedback	Page 9
Additional support for pupils with particular needs	Page 10
Remote education for self-isolating pupils	Page 10
Our remote education plan at a glance	Page 11
And finally...	Page 14

Introduction

OVERVIEW

The information in this booklet is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if individual pupils or entire cohorts (or bubbles) must remain at home.

This plan will be applied in the following instances:

- Individual pupil(s) need to self-isolate because they have been in contact with someone who tests positive.
- A whole bubble (Class or Year Group) is self-isolating.
- The whole school is self-isolating due to a local or national lockdown.

This booklet complies with the expectations and principles outlined by the Department For Education in their guidance 'Actions for schools during the coronavirus outbreak'.

We appreciate that supporting your child with remote learning can be difficult. Every family will have unique challenges and contexts in respect of remote learning and there may be significant variations in accessibility and how and when children are motivated to engage with the learning offered. We understand that some households have limited access to devices and would require hard-copies of work and resources. Younger children will need to work with an adult at home when learning remotely as independence, especially for our youngest children, is still developing. We acknowledge this will be particularly difficult for some of our families. We will continue to work in partnership offering continued support and guidance.

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?



All pupils have access to the Templemoor Infant and Nursery School website. Work will be available on the Remote Learning page for pupils to complete online within the first 48 hours of being at home whilst staff prepare for longer term remote education. Where possible, pupils will be sent home with reading, phonic and library books. If required, work packs, such as handwriting books, may also be sent home to complete.

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 broadly the same curriculum remotely as we do in school. The children will follow a weekly timetable remotely that they follow at school with a focus on prioritising early reading and phonics and core skills in writing and number. A suggested weekly timetable will be available online each week. However, we may need to make some adaptations in some subjects. For example, we may modify art and design and technology, to fit with resources you may have at home. We may also modify activities to ensure that they do not require significant adult intervention. Where school-based resources are required for lessons, adaptations will be made to the lesson to ensure that pupils can access the learning.

Remote teaching and study time each day

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

Year Group	Study time allocation
Early Years Foundation Stage (EYFS) (Nursery and Reception)	Our provision for remote education is broadly 3 hours per day, with less for younger children. Well-being is paramount and we would advise the need for children to take regular breaks, get fresh air, exercise, play and maintain a reasonable balance between on screen engagement and offline activities.
Key Stage One (Year 1 and Year 2)	

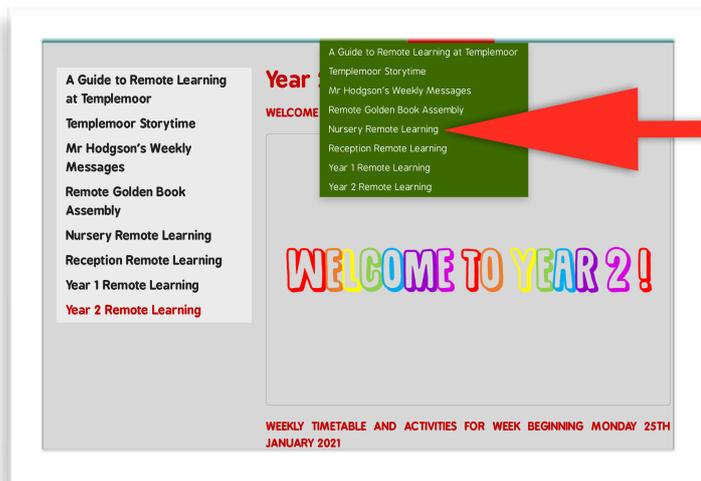
Accessing Remote Education

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

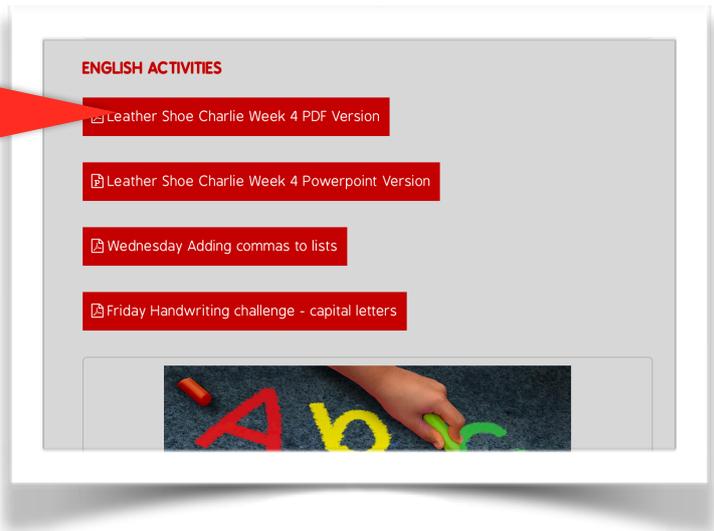
Our remote learning is planned in weekly blocks to sustain the interest of our young children. We aim to use a book or story as the starting point for our learning to engage the children. Our weekly plan is broken down into daily activities for parents and carers to make it easier to access and reduce overwhelm. We share all resources through the remote learning page on the school website.



First click on the tab - 'Remote Learning'.



Please choose your child's year group which will take you to their year group page.



Here you will find the remote learning organised by subjects as well as any resources for the week that can be completed on the day of your choosing. We have also uploaded links to our feedback and communication tool, Seesaw.

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 will print-out paper-based resources to any pupil not able to access online resources. Please contact the school directly via the office email address if you require paper-based copies of the resources.
- We can issue or lend a limited number of tablets to pupils who do not have access to these resources at home for the duration of their stay at home period.

How will my child be taught remotely?

Teachers will set work in-line with our current school curriculum using a variety of high quality, accessible resources.

Phonics and Reading



For phonics teaching, most children will have access to daily Read, Write, Inc. online phonics and spelling lessons. These lessons have been designed by experts for use at home with children who are unable to attend school. Evidence shows that learning is most effective when children are taught one particular phonics programme. As a school, we follow the Read, Write, Inc. programme when teaching phonics and early reading, therefore, this platform allows children to access the same specific content they would be receiving if they were in school. A detailed weekly phonic/ reading plan will be made available to parents either via email, or the

school website with links to online teaching videos, where appropriate. We will aim to provide your child with weekly Read, Write, Inc. books to supplement this learning.

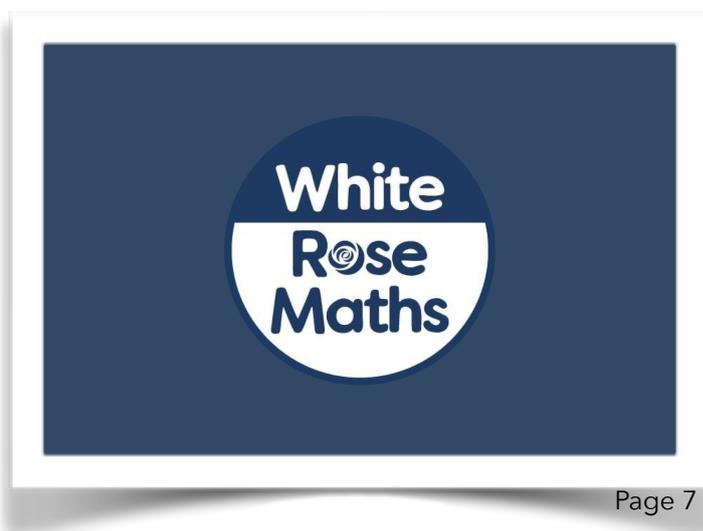
We also aim to provide your child with a reading book. This book can be returned to school and changed by an adult who is not self-isolating, at school on an allocated day. Returned books must be placed in a marked 'quarantine' box, and hand sanitiser must be used before collecting a new reading pack. Adults must ensure that they observe social distancing whilst on site. Details of dates and times are available under the year group section of the 'Remote Learning' tab on the school website.

We also aim to send your child home with a library book. Please encourage your child to read the books that they also have at home.

Extra books and reading resources are also available on the [Oxford Owl](#) website.

White Rose Mathematics

As a school, we use the White Rose Maths resources in our lessons, therefore, this platform also allows children to access the same specific content they would be receiving if they were in school. The White Rose Maths Team have carefully prepared a series of daily maths lessons for each year group, along with accompanying activity sheets. Every lesson comes with a short teaching video showing you clearly and simply how to help your child to complete the activity



successfully. Mathematics and other useful online and offline learning platforms will be utilised to support the acquisition and retention of basic core mathematics skills.

We will also use the following resources:

- online learning and video links to external platforms such as BBC Bitesize, Purple Mash, Espresso, My Happy Minds, I-Moves PE and the Oak National Academy.
- downloadable activities.
- our own internally and externally produced videos and power-points to support learning.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- independent work.
- We will provide printed resources for pupils who do not have suitable online access.
- We will use videos of recorded teaching rather than live lessons as these offer greater flexibility for parents to manage alongside work and other remote learning commitments and can be easily paused and replayed as needed.



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 all pupils to engage with remote education. We ask parents to support their children by setting routines that help them, supporting them to access resources and helping them to get started with tasks.

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

We ask parents to upload remote learning into their Seesaw portfolios either daily or as a weekly summary. If we notice children without any work for the week, we will contact you to check you are fit and well and whether you need assistance. Further non-engagement will be followed up via a telephone call with the Year Team offering support and guidance.

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

We understand the importance of parents being able to contact staff. Facilitating and maintaining communication between the school and families is also an important way of creating a sense of community whilst we are all distanced. Feedback can take many forms and may not always mean extensive written comments for individual children. We use Seesaw as a consistent online tool that enables interaction, assessment and feedback. Our approach to feeding back on pupil work is as follows:

- Pupils will receive feedback on work submitted to Seesaw from a member of the teaching team. This may be a simple 'like', a short written comment/ voice recording or a more in-depth comment.
- Regular contact will be made with families via phone call from teachers/ teaching assistants. Staff can also be contacted via telephone or email for any concerns or queries that arise.
- A wellbeing Zoom call will take place weekly, within a small group, so that children can interact with their teacher and peers, prioritising interaction in a positive way for all.
- We will recognise and celebrate children's work through a weekly pre-recorded Golden Book Assembly and in our weekly newsletter.
- Every child has been given a remote learning exercise book to support them with recording their learning, should they have to stay at home. Please keep this safely at home. This book should be brought into school when the children return. Class teachers will look through the learning completed when this returns to school and provide necessary 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:

- Class Teachers and the SENDCO will work with families to deliver remote education for pupils with SEND and ensure appropriate work is sent.
- Additional, more frequent contact will be made with our vulnerable pupils and those with SEND.

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?

For children isolating without their class bubble, we will post the weekly planning on the website by Monday lunchtime. This sets out 5 days of Maths, English, Phonics and 5 other curriculum activities that are the same, or very similar to the curriculum being taught in school. Parents can access this at any point during the week to begin using the resources. Teachers will respond to work posted on Seesaw but we ask parents to be mindful that this will fit round their teaching commitments.

Our remote education plan at a glance

Individual pupil(s) need to isolate because they have been in contact with someone who tests positive.

Nursery/ Reception

An Early Years Learning Plan will be placed on the 'Remote Learning' section of our school website under 'Nursery' or 'Reception'. Included in the Learning Plan will be activities based on the following areas of learning: Personal, Social, Speaking and Listening, Phonics/Reading, Writing and fine motor skills, Mathematics and Project work including links to art and understanding the world.

In Reception, children will have access to daily Read, Write, Inc. phonic lessons. Children will hopefully be able to take home a library book as well as Read, Write, Inc. phonics books and reading books where appropriate. Reading books will be permitted to be changed on an allocated day and time. Any recorded work can be placed in the remote learning exercise book that has been provided by school.

We will also aim to send home a handwriting book so that children can practice their letter formation.

Seesaw can be used to communicate with the class teacher between the hours of 9am to 3:30pm. If the class teacher is teaching in school, then they, or another member of the school team, will try to respond by the following day.

If a child in Reception is entitled to benefit-related Free School Meals, school will ensure that food vouchers are available.

The class teacher, teaching assistant, or a member of the Senior Leadership Team/ office team will contact individual families by telephone each week.

Year 1 and Year 2

To support our children in Year 1 and Year 2 a full weekly timetable will be placed on the 'Remote Learning' section of our school website, under 'Year 1' or 'Year 2'. This will consist of:

- 5 x Phonics/ Reading activities **and** 5 x English activities
- 5 x White Rose Mathematics activities
- 1 x Science activity
- 1 x PE activity
- 3 x wider curriculum activities (e.g. art, history, PSHE etc)

Reading books will be permitted to be changed on an allocated day and time. Any recorded work can be placed in the remote learning exercise book that has been provided by school.

Seesaw can be used to communicate with the class teacher between the hours of 9am to 3:30pm. If the class teacher is teaching in school, then they, or another member of the school team, will try to respond by the following day.

If a child is entitled to benefit-related Free School Meals, school will ensure that food vouchers are available.

The class teacher, teaching assistant, or a member of the Senior Leadership Team/ office team will contact individual families by telephone at least two times each week.

A whole class or Year Group is self-isolating

Nursery/ Reception

An Early Years Learning Plan will be placed on the 'Remote Learning' section of our school website under 'Nursery' or 'Reception'. Included in the Learning Plan will be activities based on the following areas of learning: Personal, Social, Speaking and Listening, Phonics/Reading, Writing and fine motor skills, Mathematics and Project work including links to art and understanding the world.

In Reception, children will have access to daily Read, Write, Inc. phonic lessons. Reading/phonic/library books will be permitted to be changed on an allocated day and time. Any recorded work can be placed in the remote learning exercise book that has been provided by school.

We will also aim to send home a handwriting book so that children can practice their letter formation.

Seesaw can be used to communicate with the class teacher between the hours of 9am to 3:30pm. Parents are encouraged to photograph/video completed work and share this with their child's class teacher via Seesaw. Teachers can then review these and ensure that the following week's lessons address any misconceptions.

If a child in Reception is entitled to benefit-related Free School Meals, school will ensure that food vouchers are available.

In addition, school staff will aim to share pre-recorded videos of themselves delivering aspects of learning such as setting activities for the day, or short teaching inputs where relevant. These will be made available on Seesaw, so they can be accessed at a convenient time for families.

In the event of teachers becoming ill, year group colleagues and SLT will help to 'takeover' to support the distribution, monitoring and feedback of all remote learning.

Year 1 and Year 2

To support our children in Year 1 and Year 2 a full weekly timetable will be placed on the 'Remote Learning' section of our school website, under 'Year 1' or 'Year 2'. This will consist of:

- 5 x Phonics/Reading activities **and** 5 x English activities
- 5 x White Rose Mathematics activities
- 1 x Science activity
- 1 x PE activity
- 3 x wider curriculum activities (e.g. art, history, PSHE etc)

Reading/phonic/library books will be permitted to be changed on an allocated day and time. Any recorded work can be placed in the remote learning exercise book that has been provided by school.

Seesaw can be used to communicate with the class teacher between the hours of 9am to 3:30pm. Parents are encouraged to photograph/video completed work and share this with their child's class teacher via Seesaw. Teachers can then review these and ensure that the following week's lessons address any misconceptions.

If a child is entitled to benefit-related Free School Meals, school will ensure that food vouchers are available.

In addition, school staff will aim to share pre-recorded videos of themselves delivering aspects of learning such as setting activities for the day, or short teaching inputs where relevant. These will be made available on Seesaw, so they can be accessed at a convenient time for families.

In the event of teachers becoming ill, year group colleagues and SLT will help to 'takeover' to support the distribution, monitoring and feedback of all remote learning.

Plus:

- A special weekly Golden Book assembly for the children isolating, will be recorded by a member of the Senior Leadership Team (SLT). This will encourage children to keep working, celebrate successes and promote a togetherness. Praise for super learning from each class within the class/ year group isolating will be shared with our families. This assembly will be pre-recorded and shared on the school YouTube channel.
- A weekly newsletter will be produced in the event of a local or national lockdown.

And finally...

The school is fully aware that these are exceptional times and understands the many challenges that families face with regards to remote education. In particular, we are aware that younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. The Department For Education do not expect that solely digital means will be used to teach these pupils remotely. Despite this, we would encourage parents, wherever possible, to engage in remote learning as it is extremely important for keeping children's learning on-track. Each family is unique and because of this, should approach remote learning in a way which suits their individual needs. We realise that the circumstances that may cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. Please remember that a child's well-being is of paramount importance and we would advise the need for children to take regular breaks, get fresh air, exercise and play whenever possible.