

Remote education provision: information for parents

KING INA



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 (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?

In the first day or two of pupils being sent home, learning opportunities will be provided on eSchools on either the home page or the homework tab. This will not necessarily reflect a whole day's learning, but will consist of that week's planned curriculum or/and focus objectives that need to be continuously revisited, such as mental maths, calculation, reading, writing and spelling.

It is expected that these learning opportunities will be recorded, where appropriate, in an exercise book or straight onto the eSchools recording/messaging facilities.

During this time, please do encourage the children to use the additional support resources in their emergency packs to support their 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?

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 the subject of PE there may be opportunities in school to attend sport sessions with a lead sport practitioner in areas such as gymnastics or team games. Therefore, PE provision at home will be different.

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:

Reception	2 hours a day on average across the week
Key Stage 1 (Years 1 + 2)	3 hours a day on average across the week
Key Stage 2 (Years 3, 4, 5, + 6)	4 hours a day on average across the week

Accessing remote education

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

Children at King Ina CofE Academy will predominantly use eSchools as their online learning platform. All children have their login details, but you can contact the office if they are unable to find these. The learning opportunities will be posted on eSchools; the timetable on the home page and the learning tasks and lessons on the homework tab. The eSchools platform can be accessed via the King Ina C of E Academy website. <https://www.kingina.somerset.sch.uk/website>

For reading, the younger pupils and those needing to access phonics-based reading material can log on to Phonics Bug. Here they can access the allocated ebooks, online phonics games and phonics lessons matching their phonics curriculum. The material allocated to each child will regularly be updated by the class teachers. All children have their login details, but they can be requested via their teacher on eSchools. <https://www.activelearnprimary.co.uk/login?c=0&l=0>

For more developed readers, children use Accelerated Reader. The quizzing facility can be accessed between 9.30am and 3.30pm. All children, who have commenced their Accelerated Reader journey have their login details, but they can be requested via their teacher on eSchools. <https://ukhosted11.renlearn.co.uk/2231936/>

Children between Y2 and Y6 have access to Times Tables Rock Stars for multiplication and division learning and practice. All children have their login details, but again can be requested via their teacher on eSchools. <https://play.ttrockstars.com/auth/school>

Children between Y1 and Y6 have access to Mathletics for general maths learning and practice. Teachers allocate learning tasks, which match the curriculum that week or a child's individual needs. All children have their login details, but again can be requested via their teacher on eSchools. <https://login.mathletics.com/>

Other online tools that are frequently used to enhance learning include:

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

BBC Bitesize <https://www.bbc.co.uk/bitesize>

The PE Hub <https://thepehub.co.uk/>

Phonics Play <https://www.phonicsplay.co.uk/>

Discovery Education
<https://online.espresso.co.uk/espresso/login/Authn/UserPassword>

Top Marks <https://www.topmarks.co.uk/>

Oxford Owl <https://home.oxfordowl.co.uk/>

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:

Families with little or no access to the internet, due to service/coverage issues, will be provided with printed paper packs of each week's learning. These are available for collection by parents/carers on a weekly basis. The school office will ring home to remind parents/carers to pick up their child's learning packs should they remain uncollected.

The children's learning should be handed in for marking when their new pack is collected.

Chromebooks are available to families who are unable to access remote learning appropriately due to a lack of devices. If circumstances change during the remote learning period and families need support with device access, parent/carers can contact school via the office on:

kinginajunior@educ.somerset.gov.uk

How will my child be taught remotely? What will enhance my child's school week?

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

HOW WILL MY CHILD BE TAUGHT REMOTELY?

Pupils are taught remotely using a variety of approaches.

In Reception, children receive a weekly timetable of learning opportunities that cover the key areas of literacy, phonics and maths. Children are expected to practise their reading skills daily. There is an additional weekly timetable of learning opportunities and activities that cover the rest of the curriculum. Parents and carers can upload evidence of their learning via eSchools.

In both KS1 and KS2, children receive daily lessons in phonics and/or spelling (where appropriate), English and maths, including mental maths. In addition to this, across the week children will have access to lessons in RE, PE, geography/history, science and art and PSHE lessons where appropriate. Extra optional learning opportunities are also available for those who would like access to more learning.

The above subjects are allocated on eSchools and are delivered in a variety of ways, including some **live lessons**:

- recorded online lessons by the children's teachers
- recorded published teaching e.g. through platforms such as Oak Academy and White Rose maths.
- Video clips that support learning from e.g. YouTube and BBC Bitesize

Teachers may also provide:

- PDF lesson guides developed by teachers.
- Commercially produced PDF lesson guides.

Those unable to access the online learning are provided with paper packs of the teaching and learning tasks.

To enhance teaching, regular learning practice opportunities are provided using Mathletics, Times Tables Rock Stars, Phonics Bug and/or Accelerated Reader.

Children record learning into exercise books or by responding directly on eSchools. Parents/carers and children can also upload photos of their learning and videos to eSchools. Children can respond to their teachers' marking of their work by looking at any comments, once their work is handed in and marked. Sometimes next steps are provided for children to think about or respond to, so that progression can be deepened. Work set will, where possible, avoid the need to print worksheets.

WHAT WILL ENHANCE MY CHILD'S SCHOOL WEEK?

Pupils will have access to a variety of other experiences online, including:

- Zoom meetings as a class to keep in contact with familiar school adults and peers.
- Assemblies led by the head teacher.
- Recorded weekly round ups delivered by the class teacher, which also advertise what will happen in the following week.
- Recorded story telling by the teacher and/or class TA.
- Messages sent out to classes by teachers on eSchools.
- Certificates of achievement sent to children via the post.
- Phone calls home.

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 understand that parents/carers are supporting their children's learning in circumstances that vary from one family to another and that families will be facing many challenges during this time. Therefore, the work set will allow for flexibility with family commitments and pressures.

Taking this into account, we would expect pupils to engage with as much of their advertised timetable and lessons as possible. We would expect pupils to carry out their learning to the standard that they would in school and to try their best.

We ask parents to alert the school or teacher if their child is unwell and unable to access their learning. We encourage parents/carers to support their children to approach their learning in an organised fashion and to fulfil learning expectations wherever possible. We ask parents to respond positively to their child's learning and recognise the effort that they have made with each task.

We ask parents to ensure their child is supervised during online activity, making sure they use the internet safely.

We encourage families to contact the class teacher or the office if they are struggling with this commitment or have any queries – we are there to help.

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

Engagement with remote education will be continually monitored by the teaching staff. This will be done by assessing children's engagement with the learning tasks on eSchools on a daily basis.

Each week, where there has been little or no engagement or a significant drop in engagement, the class teacher will ring parents/carers for a supportive chat to check that all is ok. If their call is not answered, a message will be left for the parent/carer to call back. If this does not happen, an email will be sent, asking the parent/carer to get in touch by ringing the school office, so that they can speak to the class teacher. If this does not happen, the Senior Leadership Team will be notified and a letter will be sent home asking for contact.

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:

Children will receive feedback on their work through a variety of means:

- messaging on eSchools
- message responses on homework tasks on eSchools
- grading on eSchools
- certificates of achievement sent home via the post
- via phone call where appropriate

ESchools learning may be marked with a grading, responded to with a comment from the teacher or a next step might sometimes be given.

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:

If appropriate, pupils with SEND have access to the same learning as their peers. When this is not the case, differentiated learning is allocated via eSchools. Pupils with SEND at home may also be provided with learning support aids that are successful in school.

Remote education in the Reception year is often delivered in practical ways. Parents and carers are encouraged to upload photos, as evidence of their child's learning experiences each week.

For all younger children, Phonics Bug provides a supportive and progressive platform on which children's early reading can develop, despite physical books not being sent home.

Children in Key Stage 1 and Key Stage 2 are provided with engaging and varied learning tasks to capture the children's interest and provide an accessible curriculum at home.

Frequent messaging between parents/carers and teachers promotes a positive learning process.

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?

When a child is self-isolating and well enough to access remote education, learning will be accessible on each class' home page of eSchools. This will be updated at the beginning of each week and will include a daily maths and a daily English task, plus lessons of science, topic and RE spread across the week. Children will be expected to practise their reading regularly and access Mathletics (Y1-6), Phonics Bug (YR-Y2), Times Tables Rock Stars (Y2-6) as usual.

Work should be recorded into an exercise book, where appropriate. This will be returned to school when the pupil returns. The book will be quarantined before it is marked, then returned to home again.