



# R A Butler Infant and Junior Academy

## Remote Education Provision:

## Information for Parents 2020-21

This information provides clarity and transparency to parents about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

In formatting our remote provision we have referenced the following research:

- Ofsted report: *What's working well in remote education*  
<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>
- *Education Endowment Fund – Remote Learning Evidence – rapid evidence assessment*  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf)
- *Confederation of School Trusts: Remote Education – Expectations, evidence and experience*

For details of what to expect where individual pupils are self-isolating, please see the final section of the document.

School Lead on Remote Learning: Mrs Karen Scott – deputy head



## **At R A Butler Academy remote education will be supported via the following learning platforms:**

**Early Years:** Tapestry

**Years 1 to 5:** Seesaw

**Year 6:** Microsoft TEAMS

These platforms will be the way teachers communicate with parents and children about the learning for the day and week ahead.

All families have received log in details for these platforms and instructions on how to use them. Please contact the school if you need support with these.

'Live' lessons and check ins will be used to support remote learning. In these instances, Zoom will be the main virtual conferencing platform used (Year 6 may use TEAMS). Please ensure you have read and are fully compliant with the virtual conferencing protocols (these can be found on the school website).

If you need any support with any of these platforms, please contact the school office as soon as possible.

Please see below a series of frequently asked questions, which will help you to understand our remote learning offer. Please do not hesitate to get in touch if you need any further information.



## **What should my child expect from immediate remote education in the first day or two of pupils being sent 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.
- On the first day, teachers will send an initial email with a structure of work and activities for the first one or two days. This will mainly consist of Oak Academy lessons that will follow the schools planned curriculum. Through the day, they will plan for the rest of the week.
- Wherever possible, child(ren) will be provided with a device to access learning/resources remotely. Priority will be given to those eligible in accordance with DfE guidance.
- Over the first two days, teachers will organise a weekly schedule to be sent out to parents setting out daily expectations with a timetable of recorded lessons, live lessons and other activities.
- Teachers will upload all learning schedules and learning tasks and activities onto our remote learning platforms (Tapestry in Reception, Seesaw in Year 1-5 and Microsoft Teams in Year 6)

## **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, in some subjects, we have needed to make some adaptations. For example, in Art, where resources, materials and media are not available to children at home, the curriculum coverage for Home Learning will be adapted to be accessible to all pupils. It may be appropriate to rearrange the curriculum so that some topics are left until the children return to school for example DT projects involving specific equipment and tools.

## 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:

<p>Early Years Foundation Stage and Key Stage 1 (Years 1 and 2)</p>	<p>An average of three hours interspersed with recommended breaks for physical activity and nutrition.</p> <p>Suggested timetables are shared with parents to enable ease of structure of the children’s working days at home.</p>
<p>Key Stage 2 (Years 3,4,5 and 6)</p>	<p>Minimum of four hours interspersed with recommended breaks for physical activity and nutrition.</p> <p>Suggested timetables are shared with parents to enable ease of structure of the children’s working days at home.</p>

## Accessing remote education

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

The online learning platforms we use are as follows for delivery of learning tasks and activities:

Tapestry in Reception, Seesaw in Years 1-5 inclusive and Microsoft Teams in Year 6.

Zoom is also used across the school for live video communications such as class ‘check-in’, live assemblies and some live lessons (depending on the year group.)

The digital learning platforms will also be used for issuing and submitting weekly homework during times of non-remote learning and as an important route of communication and contact between teachers and parents/carers.

## **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 have made contact with parents via telephone where children have been identified as having a potential issue with using IT for their remote learning
- We have issued laptops and tablets to those families that require them.
- Parents are required to sign a User Agreement.
- Parents should contact the school office on [admin@rab.academy](mailto:admin@rab.academy) or 01799 523651 with any technical issues as they might arise. These are either managed by class teachers, DHTs or IT support.
- We are able to guide parents to information and sources of support to assist with broadband, wi-fi or data support if such a situation be required.
- Our aim is that all of our pupils will have online access as above. If parents need support with accessing a device, please contact the school office as soon as possible on [admin@rab.academy](mailto:admin@rab.academy) or 01799 523651. However, if printed materials are needed, for example to enable a child with SEND to access tasks and activities, these are collated for collection from school or delivered to the child's home address.

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

During the week of 11<sup>th</sup> January our parent body was surveyed about approaches to remote learning. Following this feedback and after reading the research in the published work referenced on the front page, a blended approach to learning has been devised with an increasing number of live teaching sessions and interactions being used as the children get older.

Each week a timetable is sent to parents scheduling the remote learning for that week. This timetable will also set out any 'live' sessions that are planned for that week. Invitations to 1:1 or small group live lessons will come out separately.

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

- **live teaching (online lessons)**. All year groups are delivering live lessons/sessions across the course of a week. The frequency, length and purpose of these sessions will vary depending on the age of the children. A typical 'live lesson' week may look like this:

**Year 6:** two live lessons each day – mainly focusing on maths and English

**Year 5:** two live sessions a day – focusing on core subjects and a daily check out

**Year 3 and 4:** one live teaching session each day supplemented with an extended daily check in to review learning

**Year 1 and 2:** daily check in with daily teaching activity (eg maths, spelling etc). Group guided reading sessions throughout the week

**Early Years:** Two live whole class check-ins supplemented with small group live sessions through the week

**Surgeries:** Key Stage Two classes will offer planned 'surgery' sessions over the week, where children and parents can zoom in if they need specific help with learning tasks

**Masterclasses and small group work:** Opportunities will be taken to run masterclasses and small group feedback sessions as appropriate. These will be used to support children who have found particular aspects of their learning difficult or to address any misconceptions. Children with EHCPs/SEND may be offered 1:1 live sessions with support staff if deemed appropriate by the school

- **recorded teaching** video recorded lessons made by our teachers to teach the planned curriculum. Some recorded lessons may also use White Rose Maths and Oak Academy pre-recorded lessons).

NB: All live or pre-recorded lessons may be full lessons or short introductions to a lesson that is then completed away from the screen.

- a combination of live and recorded assemblies

### **Other activities as appropriate**

- Where necessary to support individual children with specific learning needs, printed paper packs are produced by teachers
- Bug Club books and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (these include Developing Experts for Science and Odizzi for Geography.)
- Other non-screen based learning activities including family challenges, play based learning, instructional activities or creative tasks

### **Wellbeing and Connection**

During periods of remote education, we are very conscious that the mental health and well-being of pupils and families may be adversely affected. With this in mind we will make sure that lessons and activities are available to support families with this issue. This will include 'check-ins' with individuals, promoting our school based self-regulation work on Zones of Regulation and seeking opportunities for children to connect remotely with each other through, for example, use of break-out rooms, shared projects and virtual quizzes.

## 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 fully recognise that each family is working under very different circumstances and this will impact on how remote learning can be supported and facilitated at home. Parents will have different working commitments and families will have a wide range of family make-ups with different access to devices. We have designed our remote learning offer to be as flexible as possible.

Expectations for pupils' engagement with remote education:

- Children are expected to fully engage with the learning provision that teachers make for them across all subjects to ensure that they benefit from the extent of curriculum content we are supplying for each year group. This includes completing tasks set; watching recorded lessons; being present in the daily check-in sessions and live lessons - as far as is possible within the context of family working commitments at home; and submitting completed work via the learning platform applicable to their year group.

Expectations of parental support with remote education:

- We encourage parents and carers to set routines to support their child's education. Teachers have provided suggested timetables which give a balanced spread of learning, physical and nutritional activities across a working week.
- Parents are encouraged to follow the advice and suggested timetables of learning activity which school has provided to assist with maintaining a clear and achievable routine. These, of course, may be adapted by families to suit their individual circumstances. Live lessons are recorded and made available to families to help make learning time as flexible as possible.

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

- Tapestry, Seesaw and TEAMS automatically show which children have been submitting learning. This overview gives staff a clear idea of engagement of children in learning. Children with paper packs are expected to return physical work.
- Teachers, teaching assistants and learning support assistants monitor children's submissions on the digital learning platforms throughout the school day. Submissions and communications will receive attention between the hours of **9.00am and 4pm**. Submissions made before **9.00am** will receive attention within the ensuing school day and those made after **4pm** will receive attention the next school day.
- Registers are taken during live sessions
- Children who are not engaging are identified quickly because of this robust system and contact is made.
- Where engagement is a concern, **which will include non-submission of work on the digital learning platform**, staff will telephone parents/carers directly to discuss this and to support them in enabling their child to fully engage with the Home Learning provision.

## 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:

- Teachers and teaching assistants will monitor and feedback on children's work submissions throughout the school day. Images of work uploaded to the digital learning platforms must be of a size and quality appropriate for staff to be able to see its content clearly.
- Feedback is provided to the children either via live (virtual) interactions – whether this is in a live whole class lesson or small group session, a class 'check-in' or by way of comments or 'likes' via the digital learning platform on individual pieces of work.
- Formative assessment is used during 'live' sessions. This may be through the chat function, responses to questions, quizzing and many other interactive assessment for learning techniques used by the teachers.
- We aim that pupils will receive feedback in one form or another on a daily basis. However, this will not be in respect of each and every piece of work submitted.
- In line with usual school practice we will use our 6Rs (resilience, risk-taking, resourcefulness, articulation, reflectiveness and respectful relationships), house points and [www/ebi](http://www.ebi) feedback to support children to improve their learning.



## **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:

- Teachers are best placed to know how SEND pupils' needs can be best met to ensure they continue to make progress even if they are not in school.
- The families of pupils with SEND have been contacted and individualised programmes have been set up via the learning platform or individual work packs. These children are supported by their LSAs or other members of the Support Staff Team to access their learning and they have a regular dialogue with them.
- Staff are working collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Consideration is given where a pupil has provision specified within their EHC plan, for example accessing the Speech and Language Therapist remotely. To avoid a one size fits all approach, these decisions are made on a case-by-case basis.
- Teachers set remote learning activities for children in Year 1 and Early Years which mirror their provision in school. The main focus is on language acquisition and basic numeracy skills. Phonics and reading are high profile in school and remain so in remote learning.

## 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 individual children are self-isolating they will be provided with a weekly programme of remote learning which closely mirrors the taught curriculum for that week. This will consist of White Rose Maths recorded lessons and lessons from the Oak Academy.

This weekly programme will be posted on each year group's Digital Learning Platform every Monday morning.

If appropriate, self-isolating children will be able to attend some lessons virtually.

The information provided in this document is reviewed regularly and may be subject to change as the remote learning offer develops over time.

If you require any further information about remote learning, please do not hesitate to get in touch via [admin@rab.academy](mailto:admin@rab.academy) or 01799 523651