

UPTON MEADOWS 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 page.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Y1-Y6: If you are notified of the closure the evening before, your child will be invited to a 9.15am Teams call via their Microsoft 365 account. If it is a morning closure, the first call will be scheduled for 11am. From then our remote learning offer will begin as outlined below 'Expectations for Remote Learning'. At the point of notification, parents will be asked to inform the school if a device or any other resources are needed and this will be actioned immediately.

EYFS: As above, but parents will be sent a link to a Zoom meeting, rather than a Teams call.

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. Core subjects of English and Maths will be taught via live-stream lessons and content will be the same for children learning remotely as children in school. Foundation subjects will be provided using the Oak National Academy resources and you will be signposted to the correct unit and lesson for each subject for each day. Phonics sessions will be via the Ruth Miskin 'Read Write Inc' portal resources and you will be sent a short series of links to watch each day that are appropriate to your child's needs.

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:

SEND/Emotional Wellbeing Support will be offered in addition to our daily curriculum offer where there is an identified need.

EYFS	<ul style="list-style-type: none"> Personalised phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) Daily Reading with a parent (10-15mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Zoom</i>) 11.00am-11.50am Maths (<i>live lesson on Zoom</i>)* 1:00pm-2.30pm Directed tasks (found on Tapestry) – may include a link to an Oak National Academy lesson 2.30pm – story time with class teacher (Mon, Weds, Thurs – <i>live on Zoom</i>) 1x live mandatory P.E. session (Tuesday 2.30pm - <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>)
Y1	<ul style="list-style-type: none"> Personalised phonics link (Ruth Miskin Virtual Classroom) (10-15min clips) Daily reading with a parent (10-15mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Teams</i>) 11.00am-12.00pm Maths (<i>live lesson on Teams</i>)* 1.00pm-2.30pm - a directed wider curriculum subject (found on Tapestry and usually using Oak National Academy resources) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) 2.30pm – story time with class teacher (Mon, Weds, Thurs – <i>live on Teams</i>) 1x live mandatory P.E. session (Tuesday 2.30pm – <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>)
Y2-6	<ul style="list-style-type: none"> Personalised phonics link (Y2 and some Y3) (Ruth Miskin Virtual Classroom) or spelling activity (10-15 min clips) Daily reading with a parent/independently (15-20mins) 9.15am-10.30am Registration and English, including Kinetic Letters (<i>live lesson on Teams</i>) 11.00am-12.00pm Maths (<i>live lesson on Teams</i>)* 1.00pm-2.30pm - a directed wider curriculum subject (found on class notebook and usually using Oak National Academy resources) per day (Science/Geography or History/Art or DT/R.E./Music or Computing) 2.30pm – story time with class teacher (Mon, Tues, Thurs – <i>live on Teams</i>) 1x live mandatory P.E. session (Wednesday 2.30pm – <i>live on Zoom</i>) + daily physical activity (set by P.E. and Sport Lead) (varying lengths) Whole school Celebration Assembly (Friday 2.30pm – <i>live on Zoom</i>) Y3-6 access to the home learning section of <i>Language Angels</i> for French activities (access by choice)

Accessing remote education

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

Microsoft Teams – Y1-Y6:

Each class (from Y1-6) will have a Class 'Team' set up on Office 365 with a class notebook to use within it.

A 'Parent Guide' to using Teams and/or Tapestry will be sent home electronically and hard copy and all parents will have their children's email address and passwords resent to them. The office holds a copy of all passwords in the event of a parent needing support.

Y2-6 will set independent afternoon work in the class notebook – this will be using links to the Oak National Academy teaching videos and resources.

Y1 will use Tapestry to set specific tasks for completion outside of the live lessons daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children. Some of these activities will be using links to the Oak National Academy teaching videos and resources. Weekly homework will be set using Tapestry to encourage regular use of the platform.

Zoom/Tapestry – EYFS:

EYFS parents will be sent a Zoom link from the school Zoom account to use to attend the daily live sessions. In the event of remote learning being needed for EYFS, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children. Some of these activities will be using links to the Oak National Academy teaching videos and resources.

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:

The notification of closure email will contain a link where parents can request a school device. Where possible parents will be asked to collect the devices as early as they can on the first day of closure. Where this isn't possible, school staff will deliver devices to homes at the earliest opportunity. School will also proactively contact families where we believe there is a need.

We believe we have the capacity to support the large majority of families where support is needed. All enquiries should be directed the school office in the first instance – 01604 683850.

Hard Copy of Remote Learning

Paper copies of work to support remote learning will be provided if necessary and class teachers will be responsible for providing master packs to the office so that they are ready to be copied if needed. Arrangements for collection and delivery of these packs will be dependent on specific circumstances. Children completing paper copies of work will be encouraged to take photographs of work completed and email it to their teachers daily. Basic stationery will also be provided if necessary, along with an exercise book to work in.

How will my child be taught remotely?

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

- live teaching (online lessons) for English and Maths in all year groups
- Oak National Academy lessons for Foundation subjects
- live teaching (online lessons) twice a week for P.E. activities
- Ruth Miskin online phonics lessons for personalised phonics learning in EYFS, Y1, Y2 and, in some cases, Y3

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 recognise that for some parents remote learning will present some significant challenges, particularly where there are several children at home and parents may also be trying to work from home. However, it is essential that parents ensure that there is enough time in the day for children to be supported to complete their daily curriculum offer every day that they are not at school as long as they are well enough to do so. Where a child is unwell and would not normally have attended school, we do not expect learning to be completed – if this is the case, parents are expected to contact school in usual way to report their child's absence from live lessons.

We do hope that the large majority of our children will be able to work within the daily structures outlined above and hope that parents will be able to support with this, however we are aiming to offer flexibility with our remote learning offer, which is why we offer a blended approach of live lessons and independent directed work. Our live lessons are also recorded and stored in class teams so that they can be accessed at a different time of the day if needed. It is expected that this flexibility will mean that all children can complete all daily activities set.

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

Registers will be taken at both of the live morning sessions and sent to the school office for retention. The school office will follow up on any unexplained absence from the Registration session in-line with our usual attendance procedures.

Teachers will monitor the submission of work daily and contact parents via email in the first instance, and then with a follow up phone call where there are concerns – this may be up-levellled to Phase Leaders or the Headteacher where there are repeated concerns.

Contact registers for each class will be maintained by all staff in the UMPS staff 'Team' – this will record where children have been contacted by any member of school staff, e.g. pastoral/wellbeing calls (also logged on MyConcern). This will also keep a record of work submitted. The Remote Learning Lead will maintain an overview of these.

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 daily in a variety of forms

- Teacher comments – both written and verbal at the point of teaching during live lessons
- Virtual stickers
- Quizzes set by teachers in Teams
- Quizzes set on the Oak National website at the end of lessons
- Further lessons addressing misconceptions and giving further practice

It is expected that all staff not working in school with KVV children will be available via email between the core hours of 8.30am and 3.30pm (apart from during live lessons).

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:

Children who have an EHCP will all be offered a place to continue to attend school and we will work with parents to decide how the child's need will be best met during a school partial closure period. Children will need to continue to work toward the targets set out in their plan. Support staff who work 1:1 with these children will, where possible, have a daily check in via phone call or video call to provide additional support for the child's learning and for parents. They will work closely with the Inclusion Lead and class teachers to ensure that the provision outlined in the EHCP is as closely met as possible in a remote learning scenario. The Inclusion Lead will communicate appropriately with the NCC EHCP Team to keep them informed of the provision being made.

Children with specific SEND targets, e.g. Speech and Language, will require work to support these targets. Staff will be supported with this by the Inclusion Lead and specialist Teaching Assistants, who may also be able to offer virtual one-to-one sessions. In some instances, it will be possible to offer children a place to continue to attend school – this will be discussed with parents on an individual basis.

Where children are struggling to access the content of the remote learning offer, options will be discussed with parents and individual daily learning plans set up.

Supporting Children with EAL

Google Translate offers flexible ways in which children and parents can translate into their home language. Children will be given teaching on how to use this tool in school. The Google Translate App can be held over a text in a book and it will translate the text to the language selected. This is an ideal support for parents and children when using school textbooks.

Internet Explorer offers the ability to convert a page to immersive reader. This then can be changed easily to another language and even offers to read the text in the child's language to them. This is particularly useful for younger children or those who are new to English.

All letters and parent guides will be provided in the family's main spoken language where it would assist the family in understanding Remote Learning expectations and support. The school will seek to support parents of younger children with all these strategies. Children will be given opportunities to learn how to translate texts in 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. We will continue to look at how we can develop this over coming months.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Grids for English, Maths and Phonics subjects will be pre-loaded weekly with links to Oak National Academy and grids for Foundation subjects will be pre-loaded termly with links to Oak National Academy for children to access on a needs basis depending which days/weeks they are absent.

Daily physical activities will be set by the P.E. and Sport Lead

Children will join the class virtually twice a day (as a minimum) for the register in the morning and the DEAR session to maintain social contact with the class and to see their teacher.

Feedback will not necessarily be given for short-term absence of 2/3 days (e.g. related to testing/awaiting results). Work will be acknowledged when child returns to school. For longer-term (i.e. more than 3 days), direct, individualised feedback will be given at least once a week.