**Together we learn, together we succeed**

# Remote Learning Provision

# Will my child be taught broadly the same curriculum at home as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

- In Reception, the children will be encouraged to respond to learning challenges through play as they would be in school. These challenges will be designed to meet the various areas within the EYFS.
- In Year R, 1 and 2, the Early reading and phonics work content will directly match that in school. Rusper Primary follows 'The Song of Sounds' phonics scheme and the stage1, 2 and 3 content will follow the same schedule remotely as in school.
- In Years 1 to 6, Spelling, Punctuation and Grammar tasks will follow the same planned schedule and content as in school.
- In Years 1 to 6, Maths tasks will be the same remotely as they are in school. Rusper primary makes use of the White Rose Maths scheme resources. Our planned schedule of content for each year group will be the same remotely as in school.
- In Years 1 to 6 Foundation subject tasks will be broadly the same remotely as in school for the following subjects: Science, History, Geography, Computing, Art, DT, PSHE/RSE, RE and Music. In school we plan our Foundation in 1 or 2 week focus blocks eg weeks 1&2 might by a Science focus, week 3 might be a Geography focus etc. The remote schedule of learning will match the in- school schedule and content as closely as possible.

However, we have needed to make some adaptations in certain subjects

- In Literacy, our text based writing projects, which are sourced from the 'Power of Reading scheme', will be substituted with two/three week text based projects from the 'Oak Academy' or smaller writing tasks with stimuli from the 'Literacy Shed'
- In PE, our school-based teaching and learning of the associated skills and game play for particular sports or the teaching of gymnastic disciplines won't be possible. Instead, Rusper Primary will focus on fitness and fun. We will provide daily links to work out sessions and dance routines which can be easily accessed at home.
- In Spanish, our direct teaching following the La Jolly Ronde for Spanish will be substituted for available tasks sourced from Twinkl etc.

# 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:

| Key Stage 1 | Approximately 3 hours per day |
| --- | --- |
| Key Stage 2 | Between 3 and 4 hours per day |

## What learning can I expect to be set each day and across the week?

We will set the following work across each week:

| YR | <ul><li>**4 x Literacy** (1x daily)  -  eg 4 phonics</li><li>**5 x Read** at home to a family member</li><li>**4 x** Numeracy (1x daily)</li><li>**2** x Funky Finger / Dough Gym / Shared Writing</li><li>**1 x** Activity Grid</li></ul> |
| --- | --- |
| Y1 and 2 | <ul><li>**5 x Literacy** (2x Thu, 2x Fri & 1x Wed)  -  this will be a mix across the week of Phonics & Writing</li><li>**5 x Read** at home to a family member</li><li>**5 x Numeracy** (2x Mon, 2x Tue & 1x Wed)</li><li>**3 x Foundation Subject** eg Science, History, Art etc (Mon, Wed, Fri) – where possible, in line with what was planned in school</li><li>**1 x PSHE**</li><li>**5 PE** (1x daily)</li></ul> |
| Y3 and 4 | <ul><li>**5 x Literacy** (2x Thu, 2x Fri & 1x Wed)  -  this will be a mix across the week of Spelling, Grammar & Writing</li><li>**3 x Read** at home independently or to a family member</li><li>**5 x Numeracy** (2x Mon, 2x Tue & 1x Wed)</li><li>**3 x Foundation Subject** eg Science, History, Art etc (Mon, Wed, Fri) – where possible, in line with what was planned in school</li><li>**1 x PSHE**</li><li>**5 PE** (1x daily)</li></ul> |
| Y 5 and 6 | <ul><li>**5 x Literacy** (1x daily)  -  this will be a mix across the week of Spelling, Grammar & Writing</li></ul> |

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| | - **3 x Read** at home independently<br>- **5 x Numeracy** (1x daily)<br>- **3 x Foundation Subject** eg Science, History, Art etc (Mon, Wed, Fri) – where possible, in line with what was planned in school<br>- **1 x PSHE**<br>- **5 PE** (1x daily) |

# Accessing remote education

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

The whole school will use Microsoft Teams.

- Each pupil will be given a Microsoft email address and password
- Each pupil will be able to use the above to log in to their own Teams classroom where they can access tasks and other elements (see 'How will my child be taught remotely?')
- YR children will access Tapestry for much of their remote learning

## 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:

- Rusper Primary will issue laptops provided by the DfE and other device donators to those pupils in need. If necessary the school will also lend any spare devices from its own stock.

- Rusper Primary will provide printed work sheets upon request. Parents or carers will be able to collect these by arrangement with the school office.

- Pupils who don't have internet access will be able to submit their work by handing in hard copies of work completed top the school office.

## How will my child be taught remotely?

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

- Recorded teaching
  - Oak National Academy lessons for literacy and most foundation subjects
  - White Rose lessons for maths
  - video/audio recordings made by teachers for literacy and maths
  - Video links for PE and dance

- Live contact sessions
  - for tutorials (learning support and assessment)
  - Well being, pupil chat time, assemblies

- Daily tasks to be downloaded from the school Teams classrooms

- If required - printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Long-term project work and/or internet research activities

# 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?

- It is expected that each child engage with the remote learning as fully as possible. This includes
  - Undertaking and completing each task with a good level of effort and application (concentration)
  - Uploading work for teacher assessment
  - Engaging with live tutorial sessions and organised chat times
  - Seeking the support of their teacher (either through planned tutorials or through direct message)

*Rusper Primary acknowledges that full completion of tasks every day may not be possible for a variety of reasons. Parents and carers who are concerned about work completion should contact their child's teacher or the school office to discuss.*

- Parents should support their child's learning at home in the following ways
  - Ensure your child has a quiet place to work
  - Ensure your child has a device to access their class Team
  - Ensure passwords etc are available
  - Establish work schedules and clear expectations at the outset
  - Use incentives if necessary eg mix focused work periods with planned recreation activities. (Physical activity is essential for maintaining and re-engaging concentration. Eg 30 mins concentration + 15 mins recreation, repeat
  - Be available to answer queries that may arise
  - Don't accept work that is <u>clearly</u> less than the child is capable of
  - Make use of direct chat support with the class teacher via the Teams chat thread

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

- Teachers will monitor work being handed in - on Teams, each assigned task has a register to show the children who have 'turned in' their work.

- Teachers will monitor pupil attendance at live sessions, and also the extent of their engagement during such sessions

- Teachers will feedback pupil key engagement and attendance details to the headteacher on a weekly basis

- Where the engagement of pupil is a concern, the headteacher will make contact with the parents or carers to discuss how to improve engagement. Support the school may offer

  - Access to devices and printed worksheets as described earlier

  - Access to a place in school if deemed necessary. Places in school will be dependent on the current capacity within school to accept additional places. This capacity is determined by the school's own risk assessment for the safe use of spaces.

## 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:

In this section, please set out briefly:

- Teachers will view and acknowledge all work returned online or in in school.

- Teachers will make assessments for each task based on comparing the pupil output with the relevant National Curriculum objectives

- Teachers will provide detailed written feedback on at least one core subject task per week.

- Teachers will also provide verbal feedback to individuals and groups during live tutorial sessions.

- Some tasks and tutorials will use quizzes to assess pupil 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:

For pupils with SEND, parents and stakeholders should also read our school SEND Information COVID19 Addendum.

For Pupils with SEND, Rusper primary will

- Ensure that tasks are adpated to meet the needs of individual pupils with higher level needs.

- Ensure that there is direct dialogue with parents and carers for how to tailor the level of support offered to a child at home. This dialogue will focus on how to meet the specific learning targets required in school for the specific child

- In discussion with the SENCO and the parents, the class teacher may provide alternative work for a child with SEND.

For pupils in Year R, the school will
- Work closely with parents via the Tapestry page to set age appropriate learning challenges, which enable the child to engage.
- Ensure parents are aware of the appropriate developmental stages within the EYFS
- Parents will be required to upload photographic evidence of 'play challenges' being completed, and provide anecdotal written statements of pupil achievements
- The class teacher will engage pupils with live and pre-recorded phonics and maths teaching sessions

# 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?**

YR Pupils of Rusper primary who are self isolating will have access to EYFS related challenges set by the class teacher on Tapestry

Y1-Y1-6 Pupils of Rusper Primary who are self isolating will have access to a learning schedule for each National Curriculum subject. There will be links that can be followed to access units of learning that match the learning in school. There will also be literacy and numeracy tasks uploaded to Teams at least weekly.