

Remote Learning at Rainford Brook Lodge

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 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?

For entire class bubbles, this may be set work through Oaks Academy and or signposting to use some of our programmes that can be accessed at any time such as Numbots for KS1 and TT Rockstars for KS2 for Maths and Century for reading.

For individual children a phone call will take place to determine the easiest way for the child to access education: either online or paper based depending on our ability to deliver (or parents to arrange pick up) the work.

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.

Where possible, the same subjects and objectives will be covered on the same days or set for the week where the order of lessons in different subjects doesn't affect the learning sequence:

Maths: set through the use of White Rose material (the same scheme and materials are available in school too and so lessons will follow the same order).

English: Use of Pathways to Write (scheme used in English in school) will be presented using PowerPoints with teacher recording voice overs where necessary. As happens in school, it may be necessary to come away from the scheme at times, depending on the children's abilities to teach and/or revise specific skills – relevant tasks will be set for home too. Spellings set and handwriting will be set the same as for children attending school. Comprehension is et

Science: We use an online resource called Developing Experts which is broadly followed in school. Where possible (given the possible limitations of practical work possible in the home), work will follow the same objectives. Priority will be given to understanding the key vocabulary; knowledge and there is generally video footage of practical experiments and experts talking about the practical applications – these can be assessed through end of topic tests.

Other Subjects: Depending on the time in the year/term etc, other subjects will be offered in some form as similar as we can to what is being offered in school. For the humanities and RE, this may involve research of key objectives being taught in class. For more practical subjects, opportunities will be offered to via either online material or through tasks set that may be of a practical nature.

When children are remote learning at home for longer than a week, a live catch up session is offered on a Friday where children can discuss their progress, the teacher can introduce what might be happening the following week and for general social interaction with the other children.

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	Whilst the time taken for a child to complete work will differ, we would expect 3 hours to be spent in learning
Key Stage 2	Whilst the time taken for a child to complete work will differ, we would expect 3 hours to be spent in learning
<p>*We are very aware of varying situations in households with access to computers limited at certain times; parental support may be more accessible at some times/days rather than others and also the pressures where there is more than one child in the household remote learning.</p> <p>Teachers know their families well but please get in touch if you are having difficulties or questions to ask as one size expectations of work does not fit all.</p>	

Accessing remote education

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

At Rainford Brook Lodge, we use Microsoft Teams in KS1 and KS2 to set remote learning, assign and feedback on tasks and as a hub for links to other resources. Each child has an individual log in. The same log in is used for Parents' Meetings too.

EYFS have access to Microsoft Teams for live or recorded footage of the teacher but most work and feedback is through Evidence Me which is the tool they use in school too.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Laptops are limited but can be made available at the school's discretion where problems with access have been established. Priority would always be given to disadvantaged children, however.
- The possible use of routers/dongles and free extended data has been advertised for those parents where the conditions set may apply
- Teachers will make decisions as to the production of paper-based resources where there are genuine issues with hardware/internet access although this is not something that is routinely available through choice. Arrangements will be made for the drop off and pick up of new and assessed work in these circumstances.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, use of schemes routinely used in schools too including White Rose Maths, Pathways to Write PowerPoint templates in English; Developing Experts in Science)
- Use of Century reading books for online reading access for Y2 to Y6.
- RWI portal and Oxford Owl website for Y1
- Use of Times Tables Rockstars for timetables revision
- Some signposting to various commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities – where these are in place, these will be broken down into manageable daily/weekly tasks.

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?

In this section, please set out briefly:

- Our expectations will differ depending on the age of the child and the time you have to devote given individual family circumstances but essentially where possible, children should be provided with the following:
- Routine – so children know when they are expected to do work
- Help with any technical support to access the learning
- Encourage independence where possible in carrying out the work and ensure that it has been carried out
- Positive encouragement and support where required
- Contact with the class teacher if there are issues and the child is not able to ask the teacher themselves for support

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

In this section, please set out briefly:

- Chat function on Teams is used to encourage participation and ascertain any issues why not in the first instance.
- Home learning log carried out by teacher to assess general engagement – phone call home in the event of an issue that has not been solved through the chat function.

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:

- Assignments set on Teams are checked daily and feedback is provided – where possible we ask for work to be handed in by 4pm to be guaranteed feedback by the next day but we understand this is not always possible and allowances may be made
- TT Rockstars and Numbots are self-marked (Numbots allow the child to independently move through the levels and TT Rockstars includes the ability to time and compare accuracy and speed with other ‘players’)
- Century Reading programme provides self-marking for questions and also allows teachers to access what and how much reading has taken place
- General feedback can be provided to the whole group when a cohort is absent on a Friday in live 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:

In this section, please set out briefly:

- The education provided will be set where possible at their level and teachers will track their progress closely. It may be that more practical tasks are set for children with SEND and this would certainly be the case for the children in our EYFS

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?

This will likely remain fairly similar to remote learning in general except that the live sessions will not be possible on an individual basis and voice overs attached to PowerPoints from teachers may not always be possible.

However, there is a greater scope for a more personalised feedback which will then inform future planning and tasks set in the most appropriate way for the child.