



## Trewidland School Remote Education Provision

This document is designed to help us to share relevant information with pupils, parents and carers about how we will provide remote education.

The information, published on our school website [trewidlandprimaryandpreschool.co.uk](http://trewidlandprimaryandpreschool.co.uk), will support the whole school community understand what to expect during periods of school closure or pupil isolation relating to Coronavirus (COVID-19)

### 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?

In the first day or two of pupils being sent home, children should expect to be given activities for the prime areas of learning and development (preschool & EYFS) and the core curriculum subjects (KS1 & 2), as illustrated in the table below:

	Preschool	EYFS	KS1	KS2
Letter & Number Formation	👍	👍		
Communication & Language Play Activities	👍	👍		

Sensory/ Physical Play Activities	👍	👍		
Personal, Social, Emotional Play Activities	👍	👍		
Phonics	👍	👍		
Spellings			👍	👍
X Tables			👍	👍
Handwriting			👍	👍
Reading			👍	👍
Writing			👍	👍
Grammar & Punctuation			👍	👍
Mathematics			👍	👍

### **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, the specific areas of learning and development (Preschool & EYFS) and the foundation subjects (KS1 & KS2) will be delivered through school-approved external sources. See example timetables on the next page.

KS1 & KS2	Registration 8:45 – 9:15	9:15 – 9:45	9:45 – 10:45		11 – 12	12 – 12:15		1:15 – 2:15	2:15 – 3:00
<b>M</b>	X tables & Spelling Practise	Whole School X Tables Challenge	Writing <a href="#">The Day the Crayons Quit</a>	<b>B R E A K</b>	Maths Video & Worksheet <a href="#">White Rose Maths Home Learning</a>	CGP X Tables Work out	<b>L u n c h</b>	Wild Tribe <a href="#">Arena PE &amp; Outdoor Learning at Home</a>	
<b>T</b>		CGP GaPS workout				Reading		PSHE	PE <a href="#">Arena PE &amp; Outdoor Learning at Home</a>
<b>W</b>		Music <a href="#">Cornwall Music Service Trust</a>				Reading		Science <a href="#">STEM</a>	RE
<b>T</b>		Handwriting Worksheet				Reading		Languages	Geography <a href="#">Amazon Rainforest</a>
<b>F</b>		Whole School Spellathon				Spelling Worksheet		Art	

## 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	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

## Accessing remote education

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

Online remote education can be accessed using the hyperlinks in your child's class timetable. Your child's class teacher will send Microsoft Teams and YouTube video invites via email ahead of each session, where possible.

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<b>M</b>	X tables & Spelling Practise	Whole School X Tables Challenge	Writing <a href="#">The Day the Crayons Quit</a>	<b>B R E A K</b>	Maths Video & Worksheet <a href="#">White Rose Maths Home Learning</a>	CGP X Tables Workout	<b>L u n c h</b>	Wild Tribe <a href="#">Arena PE &amp; Outdoor Learning at Home</a>	
<b>T</b>		CGP GaPS workout				Reading		PSHE	PE <a href="#">Arena PE &amp; Outdoor Learning at Home</a>
<b>W</b>		Music <a href="#">Cornwall Music Service Trust</a>				Reading		Science <a href="#">STEM</a>	RE
<b>T</b>		Handwriting Worksheet				Reading		Languages	Geography <a href="#">Amazon Rainforest</a>
<b>F</b>		Whole School Spellathon				Spelling Worksheet		Art	

### 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:

- A limited number of laptops are available for loan. Details can be obtained from the school office please contact the school for further information.
- Pupils can access printed materials used during lessons by contacting the school office.
- Completed work can be left in the school post box which is left outside the main entrance door during normal school hours.

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

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas. Including video clips or sequences.

## **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?**

Pupils' attendance to remote lessons is recorded in a similar manner to those students who are at school. Pupils are expected to attend lessons and participate.

Parents are expected to ensure that pupils are engaging with lesson and are taking a break, away from the screen, when they would usually have a break time or between lessons.

Every effort is made to ensure that pupils and teachers, give their eyes a break from screens every twenty minutes if only to look away for 20 seconds.

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

Your child's teacher will keep a record of activities that are completed and returned on time. They will be in contact with you via telephone or email to support you with this and to discuss any concerns that may arise.

### **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:

Our feedback will be as instant as possible because we understand that this is the most motivating for young children.

## **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 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. If you have a child who needs such support and you feel the methods of learning are not providing this, please do contact the school immediately and we will be pleased to find adaptations to the work where we can.

## **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.

Where possible we will use all of the same methods and approaches except for live lessons.

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

- A work pack will be emailed, this will support learning for any part of the day left and for the first full day of isolation – this will cover basic skills work.
- Work that has been covered in class will then be shared daily by e-mail for your child to access.
- The class teacher will keep in touch via e-mail and will phone mid-way through the isolation period to catch up with your child.
- Other members of the class will also be encouraged to keep in touch

In addition, your child will be expected to:

- Read daily
- Learn weekly spellings
- Daily practice of Times Tables