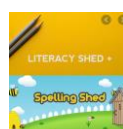




OAK
NATIONAL
ACADEMY



Skol Nansledan 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 the document.

The plan complies with the expectations and principles outlined in the DfE guidance documents for [Actions for Schools During the Coronavirus Outbreak](#).

This plan has been developed, taking in to account the EEF's 'Best evidence on supporting students to learn remotely' (April 2020) and the DfE's guidance [What's Working Well in Remote Education](#) (Jan 2021).

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?

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate or the class bubble is closed, then they will be directed to Tapestry (EYFS) or Goggle Classroom (KS1 & KS2) where they will have an immediate opportunity to continue their learning.

These instantly available activities will be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Where necessary, an offline version can be made available.

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?

After the first few days, we then move over to our full offer for Remote learning where we teach the same curriculum remotely as we do in school as much as is possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in our STEAM lessons, we are mindful that resources available to pupils at home will not be the same as those in school. For example, Science lessons may involve less experimentation or be planned around materials and equipment that are readily available in the home.

In both Key Stages One and Two, the daily content of our Remote Learning Maths and English curriculum is broadly the same curriculum as they would receive in school, using structures and resources that the children are already familiar with. Lesson content includes resources and learning activities from Spelling Shed and Literacy Shed (for English) Read Write Inc (for phonics) and White Rose Maths.

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:

EYFS	<p>3 hours</p> <p>This includes a daily maths learning activity, shared storytelling sessions, daily phonics activities and EYFS STEAM learning through play and exploration.</p>
EYFS & Key Stage 1	<p>3 hours</p> <p>This includes daily Maths, Phonics, English and shared storytelling sessions.</p> <p>In addition, pupils will either have an hour of STEAM curriculum learning (topic work focused through science, technology, engineering or the arts); coding (computing) or Wellbeing/ SCARF (our PSHE curriculum).</p>
Key Stage 2	<p>4 hours</p> <p>This includes daily Maths, English and shared storytelling sessions which help to further develop a love of reading. Children are directed to take part in daily fluency work (maths), spelling practice and independent reading also.</p> <p>Pupils will either have an hour of STEAM curriculum learning (topic focussed through science, technology, engineering or the arts), coding (computing) or Wellbeing/ SCARF (our PSHE curriculum).</p>

Accessing remote education

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

Our children in EYFS access the Remote Learning provision through Tapestry. This is an online app familiar to parents and carers, already being used previously for regular communication with parents and assessment in EYFS.

In Key Stages One and Two, Remote Learning is accessed through Google Classroom. When this is accessed through the Wonde dashboard via the CHILD LOGIN button on the homepage, children (and parents) then have full access to all of our online learning packages including Timestables Rockstars, Numbots, Sumdog and other apps. Children are also directed to suitable PE and wellbeing activities online.

Both Tapestry and Google Classroom are reciprocal learning platforms where comments, documents, images and video clips can be shared securely by parents, children and staff. This enables regular communication and feedback.

If my child does not have digital or online access at home, how will you support them to access remote education?

This plan offers remote learning opportunities whilst also acknowledging that some households have limited online access and may require hard-copies of work and resources. Parents should contact school to discuss the following approaches to support these pupils to access remote education:

Best endeavours will be made to support families in accessing learning online, whether that be through

- Loaning of devices
- Supporting with acquiring an increase in data
- Support with their current technology products

Where children are unable to access online materials, paper copies will be provided for our children. Arrangements will be made for collection and submission of work either through postal deliveries or allocated location and times.

How will my child be taught remotely?

Please note, learning tasks will not need to be completed on a set worksheet or format. We recognise that children accessing remote learning from home will need to use what is available to them in the home. Children may evidence their learning in a range of ways, such as on a spare piece of paper, in a workbook or on a print-out. These can be photographed and uploaded. They may also upload video or audio of themselves talking about what they know.

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

EYFS/ Reception – Our EXPLORERS STAGE

A video introduction daily recapping previous learning and providing details of the day ahead.

Maths ~ We will be following White Rose Maths

- Parents will be directed to appropriate video via Tapestry at the beginning of each week
- Daily videos from White Rose with follow on activities
- Misconceptions or further challenge addressed via Tapestry comments

Phonics, Reading & Writing ~ We will be following RWI videos

Parents are directed to the appropriate daily RWI video for their child via Tapestry

- Daily differentiated Read Write Inc. sessions delivered via video
- A daily spelling, hold a sentence and handwriting activity linked to the day's phonic session
- Misconceptions or further challenge addressed via Tapestry comments
- Opportunity to obtain home reading books linked to most recent reading assessment through Oxford Owls or Borrow Box (both e-books).

STEAM

- A member of the Early Years Team will post a daily video with an activity linked to the term's STEAM learning enquiry question.

Storytime

- Daily videos of the Early Years Team reading a story or singing a song.

Years 1 & 2 – Our DISCOVERERS STAGE

A video introduction on Monday morning recapping previous learning and providing details of the week ahead.

Maths~ We will be following White Rose Maths

- 5 lessons including a daily video outlining the learning for the session.

- Misconceptions will be addressed via written or verbal feedback on Google Classroom before moving on as much as is possible but this will depend on the timing of the work being submitted.

English

- 1x reading comprehension activity weekly.
- 3 x writing or text study tasks weekly. Text studies may include comprehension questions.
- 1 x grammar, punctuation and spelling (GPS) weekly, with a key skill that will be applied in a future writing task.
- An independent extended writing task to apply the skills learnt in the sessions listed above.
- Weekly spelling list, assigned on a Monday, for handing-in on Friday with a test score.
- Phonics - Daily differentiated Read Write Inc. sessions delivered via video with reading, spelling and handwriting activities linked to the day's phonic session
- A daily shared reading session.
- Opportunity to obtain home reading books linked to most recent reading assessment through Oxford Owls or Borrow Box (both e-books).
- Misconceptions or further challenge addressed via Google Classroom feedback comments.

STEAM –videos will be used to support tasks where appropriate

- 3 hour-long sessions weekly following the planned sequence of lessons for this term through our enquiry-based curriculum.
- Oak National Academy materials will be used in the delivery of much of the science, supplemented by high quality learning resources from commercially available websites or our teacher's own pre-recorded video content.

Wellbeing/ SCARF- one afternoon per week will be set aside for wellbeing.

This is to encourage time away from the screen with a choice of wellbeing activities and materials based on our SCARF curriculum and the NHS's [5 Steps to Mental Wellbeing](#): Being active, mindfulness, connecting with people, giving to others and learning. You can choose from the menu, or you can do something else that you feel will be of benefit to your family's health and wellbeing.

Hour of CODE- one hour per week

An initiative to teach children coding and problem solving, and to help them with the tech skills necessary as they grow up in our technologically advancing society. Learning activities and session content from The Code.org and Disney's Hour of Code.

Years 3-6 – Our INNOVATORS & PIONEERS STAGES

A video introduction on Monday morning recapping previous learning and providing details of the week ahead.

Maths~ We will be following White Rose Maths

- 5 lessons including a daily video outlining the learning for the session.

- Misconceptions will be addressed via written feedback on Google Classroom before moving on as much as is possible but this will depend on the timing of the work being submitted.
- 15 minutes independent fluency activities using TTRockstars or offline equivalents.

English

- 1x reading comprehension activity.
- 3 x writing or text study tasks. Text studies may include comprehension questions.
- 1 x grammar, punctuation and spelling (GPS), with a key skill that will be applied in a future writing task.
- An independent extended writing task to apply the skills learnt in the sessions listed above, at the end of a unit. These sessions will take more than 1 hour.
- Weekly spelling list, assigned on a Monday, for handing-in on Friday with a test score. Children in KS2 are expected to spend 10 minutes working on these daily.
- A daily shared reading session.
- Opportunity to obtain home reading books linked to most recent reading assessment through Oxford Owls or Borrow Box (both e-books). Children in Key Stage 2 are expected to spend 20 minutes each day on independent reading.
- Misconceptions or further challenge addressed via Google Classroom feedback comments.

STEAM –videos will be used to support tasks where appropriate

- 3 hour-long sessions weekly following the planned sequence of lessons for this term through our enquiry-based curriculum.
- Oak National Academy materials will be used in the delivery of much of the science, supplemented by high quality learning resources from commercially available websites or our teachers' own pre-recorded video content.

Wellbeing/ SCARF- one afternoon per week will be set aside for wellbeing.

This is to encourage time away from the screen with a choice of wellbeing activities and materials based on our SCARF curriculum and the NHS's [5 Steps to Mental Wellbeing](#): Being active, mindfulness, connecting with people, giving to others and learning. You can choose from the menu, or you can do something else that you feel will be of benefit to your family's health and wellbeing.

Hour of CODE- one hour per week

An initiative to teach children coding and problem solving, and to help them with the tech skills necessary as they grow up in our technologically advancing society. Learning activities and session content from The Code.org and Disney's Hour of Code.

In addition, pupils across school will also have access to the following:

- Small group weekly live pastoral meetings with the class teacher.
- Signposts to suggested PE activities and music sessions.
- Ad hoc messages on Google Classroom/Tapestry from class teacher.
- Celebrations through award certificates announced through Tapestry or Google Classroom and noted through our Social media channels.
- Ad hoc curriculum enrichment activities e.g. competitions & challenges

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 an expectation that all children access the planned remote learning curriculum.

Teachers will be monitoring this closely to ensure children are completing the tasks set and will be able to see when a pupil needs further support or challenge.

Where engagement is not at the expected level, staff will contact parents and carers to offer support or possible solutions to any barriers. They will help parents and children to establish a daily routine/ timetable.

We believe this will help to ensure progress is maintained and that pupils will stay engaged in their learning, through high quality provision that places equal emphasis on both academia and physical and mental wellbeing.

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

Staff check completion of tasks daily, providing feedback through written or audio comments or video responses.

If at the mid-week point, it becomes apparent a child may not be engaging, staff will contact parents to discuss the situation and offer support.

We recognise that each child and family may experience unique and different circumstances from day to day and week to week during this period. There may be times when it is not possible or appropriate for a child to follow the Remote Learning program due to illness or extenuating circumstances. Where this is the case, we expect parents to let us know so we can adjust expectations and provision accordingly.

Where there is continued disengagement, a member of the Senior Leadership team will make contact with parents/ carers and agree next steps.

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:

- All 'handed-in' learning will be given feedback e.g. given 100 points (Google Classroom), positive comment/ next step and will be 'returned'.
- Feedback comments may be written or by audio recording. Alternatively, the teacher may produce a video response.
- Some class-wide feedback will be addressed through start of the day/ week feedback sessions, addressing misconceptions and celebrating success. This is a powerful way to share examples of the children's work with their peers.
- Feedback is completed regularly and may not be within the school working day or on the day the work was submitted.
- In addition, achievements will be recognized and celebrated through award certificates announced through Tapestry or Google Classroom and noted through our Social media channels.

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:

- **Online Learning will be set at an appropriate level for your child, as it would be if they were accessing their learning in the classroom.**
- Teachers will plan daily learning content to meet your child's individual needs, providing support through video content and/ or feedback.
- Our team are available to talk through any concerns and to review provision on a regular basis. We will remain in regular contact with you through the usual lines of communication. Our school office will be contactable via 01637 829298 or via email: hello@nansledanschool.org
- Our Inclusion Team will make arrangements for additional support from other agencies to continue during this period, where possible.

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?

It is the responsibility of parents and carers to inform school at the earliest opportunity if a household member has symptoms and are awaiting a test. Meanwhile, the household will begin to self-isolate.

Where a child shows symptoms in school, we will contact parents/ carers and the self-isolation period will commence.

If the child is well enough to take part in learning, they have immediate access to all of our online learning packages through their Wonde login. This and their usual home-school reading book, providing an immediate opportunity for them to continue their learning for the first day/ part day of self-isolation.

The next step is the school sending out an Arbor message from the class teacher to alert the parent/ carer that a few days worth of learning materials have been uploaded to either Tapestry or Google Classroom (Y1-Y6). These instantly available activities will be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

After the first few days, we then move over to our full offer for Remote learning, following curriculum content similar to lessons being covered in class. This can last for up to 7 further days.