



## Remote learning handbook January 2021

From the DFE, January 2021

'The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- distribute school-owned laptops accompanied by a user agreement or contract
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
  - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
  - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
    - providing scaffolded practice and opportunities to apply new knowledge
  - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
  - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
  - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. We also recognise that some pupils with Special Educational Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools

to work with families to deliver an ambitious curriculum appropriate for their level of need.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.'

**Abbey Park Schools Federation** staff are following all remote education guidance from the DFE.

This handbook clarifies for our community how our remote learning will take place in order to ensure the pupils, whether being taught in school or at home, are making good progress. Our offer is all dependant on our staff group not having to self-isolate and not being unwell in large numbers.

We do understand that most parents are not teachers and may have difficulty in using technology, so in addition to our offer we will support families by:

- Early identification of pupils (SEND or other vulnerable pupils), who have genuine difficulty and anxiety around engaging with on line learning and communications with school such as zoom or email.
- Providing advice, support and useful informative links to such families and children to allow for a 'graduated response' of engagement with this new style of learning (such as smaller zoom calls, calls without camera).

Please also refer to our remote learning policy where roles and responsibilities are clarified.

**Across the Federation** we are sending children certificates to celebrate particular efforts and there is also a weekly celebration assembly. We are also phoning home when we are concerned about lack of contact or if additional support is required. We encourage families to contact us if they need a chat or some support. We are more than happy to help!

## Reception Offer

In a child's reception year we recognise the importance of each child's development both within their learning and social and emotional progression. During this uncertain period of Covid-19 restrictions we aim to continue providing stimulating learning for each child - those in school and those needing to learn at home.

We have provided home learning packs with activities to support areas of our curriculum including literacy, communication and language, expressive arts and design, physical development, PSED and understanding the world. In addition, we are using Tapestry to deliver pre-recorded daily maths activities so that your child can still see their teacher on a daily basis. We are offering the same content in school too.

Continuing our phonics learning is crucial during this period; we have been providing links to Read Write Inc daily videos. We have decided however, to provide instead, short live lessons to small groups of children from Monday to Thursday as we feel this will help children engage further with phonics and assist with any misconceptions. This will also aid our assessment of progression to provide personalised learning. Grown-ups at home might even have time for a cup of tea while this is on!

Regular reading is so important for our children and the Early Years team will be providing fabulous stories on Tapestry, for our Reception, Nursery and Pre-School children. We encourage families to continue this with bedtime stories of their own too. We encourage families to try cuddling up with a book and praising their children's efforts as they use phonic skills to read. It's a tricky process but so important to aid confidence and progression. Links have been sent to families via Tapestry for access to free stories.

We recognise that each of our families is unique with different circumstances so we aim to offer support however we can. We have provided donated devices and access to data for those families unable to access one or both. Each week we will email a suggested timetable to follow so that if possible, there is structure in each child's learning. The timetable can be used as a guide throughout the week

Zoom meetings have been an excellent line of live communication with our pupils through weekly catch up chats. We plan to continue these so that each child has the opportunity to see some of their peers on a

weekly basis and catch up with either Mrs Roberts or Mrs Phillips in small groups.

We would like families to send us their child's home learning so we can see how they are getting on. This can be via Tapestry or by email to Mrs Roberts at [lr@abbeyparkfirst.worcs.sch.uk](mailto:lr@abbeyparkfirst.worcs.sch.uk). This will assist with a level of assessment. Agreed levels of moderation for this academic year will be decided upon further to meetings with Worcestershire Children First in March.

Lydia Roberts

Early Years leader

## Key Stage 1 Offer - Years 1 & 2

In Key Stage 1, children will be provided with the following daily remote learning opportunities:

- Phonics - differentiated Read Write Inc Phonics lessons provided on the Ruth Miskin YouTube channel.
- Writing and Maths - two recorded lessons taught by the class teacher and published on the school's YouTube channel. These lessons will match those taught to the children currently attending school. They will either be pre-recorded or recorded live in front of the children at school to ensure all children are being provided with the same learning opportunities. Parents will be expected to photograph their children's learning and send it to the class teacher before the end of the school day. The class teacher will then respond to the email with the children's next steps before the following lesson. Consequently, children's learning will remain personalised and fully differentiated regardless of whether they are in school or at home. The expectation is for all children to make good progress against the learning objectives set.
- Reading - children will be expected to read for 15 minutes each day. Parents have been provided with login details to the Oxford Owl website, which has a comprehensive eBook library that complements the school reading scheme. Sometimes, teachers will upload a video of a story being read for the children to enjoy as well.
- PE - children will be directed to some form of physical activity to complete each day. These will include, but not be limited to, Joe Wicks' YouTube workouts and Cosmic Yoga sessions.

The above learning will be timetabled to provide 3 hours of learning each day.

Children will also be given the opportunity to complete optional Topic learning, covering subjects from the full breadth of the National Curriculum. Suggestions for how parents can support children with such learning will be given within each day's home learning pack.

In addition to these daily remote learning opportunities, children will also be expected to attend one Zoom meeting per week. These will focus on wellbeing and pastoral care.

We will be providing additional support for pupils that need specific interventions. This will be done in either a small groups or on a 1:1 basis with a member of staff via zoom. The speech and language therapist is also continuing to work with pupils via zoom.

Nick Perry

KSI Phase Leader

## Lower Key Stage 2 Offer - Years 3 & 4

We have thought about the best way we can provide fun, engaging and worthwhile tasks for the children whilst they are learning from home.

In Years 3 and 4, we will provide the following learning opportunities for the children:

- **Literacy and Maths:** Teachers will provide two core activities. Each day, videos will be up-loaded which will give the children the maths and literacy lessons for the day. There will be separate videos for each year group for maths, but both classes will do literacy together so the children will get the same teaching video. These videos can be accessed via the Abbey Park Federation YouTube channel. Accompanying resources will also be up-loaded onto the Year 3 and 4 class pages on the school website.
- **Reading** - we expect children to do 15 minutes of reading per day. Parents have been provided with login details to the Oxford Owl website, which has a comprehensive eBook library that complements the school reading scheme.
- **Spelling/Phonics** - differentiated Read Write Inc. Phonics lessons provided on the Ruth Miskin YouTube channel. Children in Miss Roe's spelling group will have weekly spelling work uploaded to the website.
- **PE** - children will be directed to some form of physical activity to complete each day. These will include, but not be limited to, Joe Wicks' YouTube workouts and the weekly PE ideas uploaded by Mrs Martin onto the Federation YouTube channel.

The above learning will be timetabled to provide 3 hours of learning each day.

In the afternoon, there are a number of topic suggestions for parents to complete with their children at home. These are up-loaded weekly onto the website. Suggestions for topic work (including Science, Geography, Art, growth mindset or well-being activities) will also be uploaded once a week. This work will be the same as the work offered to key worker children who will be attending school. These tasks will count towards the hours we would like the children to spend on their learning.

We hope that Lower KS2 children will do between 3 - 4 hours of school work per day.

## Completing the work/Feedback

Completed work should go into the books provided for home-learning. If parents are unable to print of the worksheets, children can just write the answers in the books.

Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to.

Parent should email staff photographs/scans of their child's work by 3.20 pm at the latest each day. Staff can then look at it and give feedback via email. Teachers will comment on the work the child has submitted. It may be a 'well done' comment or a comment to ask them to look again at a question.

Staff will also organise Zoom meetings with groups of children each week. Links to these will be sent to families. If parents can't access Zoom, a member of staff will phone each week. These Zoom meetings will allow children to raise any issues they may have had with their work, may allow feedback to be given from the teacher or could be a chance to focus on children's well-being.

If children are not accessing remote education, a member of the Lower Key Stage team will contact parents to discuss how they can support them. If necessary, worksheets may be printed off, for parents to collect, although every effort is made to ensure that all tasks can be completed in the home learning book if a worksheet cannot be printed off at home.

We will be providing additional support for pupils that need specific interventions. This will be done in either a small groups or on a 1:1 basis with a member of staff via zoom.

Jackie Roe

KS2 phase leader (First School)

## KS2 Offer - Years 5 & 6

In UKS2, our philosophy is to offer home learning which is accessible, engaging and will move pupils learning forward. We believe we are now in a place where we are able to offer this through use of the EPraise system and by uploading video links to our Federation YouTube channel.

As staff, we have spent time discussing what will work best for our learners and also their families at what is a really difficult time. We understand that home learning presents a wide array of challenges, for pupils and parents, so we have put together a home learning system which we believe will work for everyone.

Our promise for our pupils and parents is listed below:

- We will provide a minimum of four hours work a day. On top of this we will also offer suggestions for additional activities pupils might choose to complete.
- We will give feedback on two pieces of work a day. This will appear in the form of a 'file upload' on EPraise, alternatively work can be emailed to class teachers who will respond.
- The Y5 team and Y6 team will upload at least one video a day. This will often take the form of a link to our YouTube channel and will be either a teaching video, an explanation of a task or wellbeing video to make our children smile.
- We will be in contact with children at least once a week. We are hoping that most children will engage with the weekly Zoom meeting we will be setting up, as this will give pupils the chance to chat with friends and teachers. However, if this is not possible, a member of staff will be in contact via phone or email to check in with pupils.
- We will identify and contact any pupils not engaging with home learning and find out what the barriers are. Staff will then offer guidance and support to allow pupils to continue with their required learning.
- Intervention sessions will be introduced for pupils struggling to access home learning. This will be in the form of a phone call, or video call with a teacher or teaching assistant.
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As a group of staff, we understand that this is new to everyone and over the coming weeks ideas may evolve, or we may find different ways of engaging our learners to keep home learning fresh. We will

continue to strive to do what we know is best to support our learners through this extremely challenging time.

Richard Martin

KS2 Phase Leader (Middle School)

## KS3 Offer - Year 7

In KS3 we are offering home learning which is accessible, engaging and will move pupil's learning forward.

As a staff group, we have spent a lot of time discussing what is going to work best for our learners and also their families, at what is, a really difficult time. We understand that home learning presents a wide array of challenges, for pupils and parents, so we have put together a home learning system which we believe will work for everyone.

Our promise for our pupils and parents is listed below:

- We will provide five hours of work a day using epraise.
- Pupils progress will be assessed through: quizzes, marking uploaded work and the pupil's own self-assessment,
- Feedback will be given using written form, through epraise or email and verbally, through the weekly well-being phone calls and teacher's YouTube videos.
- Pupils will be contacted at least once a week. We hope that pupils will engage with the weekly class Zoom meetings, as this will give pupils the chance to chat with friends and teachers. However, if this is not possible a member of staff will be in contact by telephone.
- Pupil's work and engagement is monitored daily. Parents will be alerted promptly if their child is not engaging with home learning. Staff will work with parents and pupils to support them with their learning, providing alternative provision, when necessary, to ensure all pupils are accessing the curriculum.
- Maths and reading interventions will be facilitated using small-group, 15 minute, zoom sessions. Pupils involved will be contacted separately.

We understand that this is new to everyone and over the coming weeks our provision may evolve, or we may find different ways of engaging our pupils to keep home learning fresh. We will continue to strive to do what is best to support our pupils through this extremely challenging time.

Jodie Palmer

KS3 Phase Leader

## Star room offer

These will be sent to parents and children in the form of a **weekly powerpoint**.

- Complete literacy and numeracy tasks set on epraise each day, or other differentiated, personalised learning that has been specified.
- Read the specified chapters of our class book "Holes", or other recommended text.
- Use Ed city for x tables and spellings, or other differentiated and specified work provided.
- Complete daily "lockdown projects" tasks, such as cooking a meal, drawing the view from their window etc.
- 15mins daily exercise (Joe Wickes 3 x weekly and 2 other physical activities).
- Every other Friday will be a 'non- core day' across the Federation, where Star Room pupils will be carrying out well- being activities from the 'Recovery Curriculum'.

The above learning will be timetabled to provide 4 hours of learning each day.

Children will also be given the opportunity to complete optional Topic learning, covering subjects from the full breadth of the National Curriculum.

Suggestions for how parents can support children with such learning will be given in the weekly power point as and when needed.

In addition to these daily remote learning opportunities, children will also be expected to attend one Zoom meeting per week.

These will focus on wellbeing and pastoral care.

Sati Witts

SENDCO