



Sherwood Junior School

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?

Children will have access to:

- Abacus online – maths activities challenges
- Timetable Rockstars – maths challenges
- Their reading books, spellings and homework books and will be expected to continue with these

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, children will be signposted to online PE resources to access at home which do not relate to the taught curriculum in school.

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 2	4 hours
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Accessing remote education

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

- A weekly overview of the learning is emailed to parents and provided on the school website
- Abacus online - maths activities challenges
- Timetable Rock stars - maths challenges
- Oak National Academy – daily maths, English and foundation subject lessons (foundation subjects include computing, PSHE, RE, history, geography)
- Microsoft Teams Meetings – daily class story, daily class check-in session, differentiated maths/English focused session to discuss and feedback learning related to Oak Academy lessons.
- Microsoft Teams Assignments - weekly tasks (at least 1 maths and 1 English focus) to be set and returned.
- This will also be complimented with signposting to additional online resources (e.g. Joe Wicks – daily PE sessions).

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:

- The school will consider the loan a laptop to pupils that do not have access to a suitable device. Each case will be considered on an individual basis and the level of need.
- Parents need to contact the school office or their child's class teacher for more information and to discuss their requirements and requests. The Executive Head and Head of School make the decision based on priority of needs across the whole school community.
- Parents are required to sign a loan agreement and the expectations for home learning prior to accepting the school equipment.
- School devices will be provided with Microsoft Teams installed.
- The school is using Oak Academy lessons to reduce the need for access to printed materials.
- Pupils can submit work to their teachers via Microsoft Teams or email.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects (Abacus Online maths activities, TT Rockstar)
- Teachers and TA's will also use Microsoft Teams daily meetings to provide group and individual feedback, and support for learning during a period of remote learning.

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?

Expectations for pupils' engagement with remote education:

- Engage with, watch and participate in 3 Oak Academy lessons every day
- Complete 30 minutes of Abacus maths activities every day
- Read daily
- Attend the Teams meetings daily (differentiated sessions) to discuss, feedback and support the learning.

Expectations of parental support:

- Check your child has all of their logins and passwords
- Check that Microsoft Teams is installed on the device your child will be using
- Check that school has your correct email address
- Check that your child has basic equipment to do their work (pencil, paper, ruler)
- Find a quiet place for your child to work, preferably at a table

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

- Teachers will maintain a register of attendance at the online face-to-face Teams meetings.
- Teachers will maintain a log of which children are submitting work (via email, Teams), accessing Abacus or TT Rockstars.
- Where engagement is a concern, parents will initially receive a text and email from school to offer support. If the concern continues, parents will receive a phone call from school. All concerns are discussed with the Head of School.
- At all times staff will follow our safeguarding policy and procedures. Where a concern is raised about a child or family, staff will immediately inform our Designated Safeguarding Lead for advice. Where staff have already identified a child is vulnerable prior to a period of self-isolation, regular welfare phone calls will be made.

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:

- Each teacher will use a separate class email account during the period of remote learning. Children can send completed work to teachers and TA's using this account, and parents can use it to communicate with teachers regarding their child's learning and progress. Alternatively, work that children complete on paper should be kept safe and returned to school when safe to do so.
- Teachers and TA's will also use Microsoft Teams daily sessions to provide group and individual feedback, and support for learning during a period of remote learning.
- Weekly assignments are set using Microsoft Teams (at least 1 maths and 1 English focus). Feedback will be given on these tasks.

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:

- Daily face-to-face sessions via Microsoft Teams are delivered by our trained TAs to continue the phonic interventions for identified pupils.
- Where appropriate, a personalised weekly remote learning plan will be provided by the teacher and emailed to individual children.
- Personalised 1:1 sessions are offered where appropriate to continue support provided in school
- School staff, including the SENDCO, are available to discuss learning activities and suggest appropriate personalised learning opportunities to support parents and children at home.

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?

- The remote learning sheet with details of the Oak Academy lessons will continue to be emailed to parents for the week.
- School staff will continue to provide a daily face-to-face session via Microsoft Teams. In this situation, the isolating child will not receive as many opportunities in a day for face-to-face meetings.