



## The Reddings Primary School Remote Education Core Offer

This document uses the key headings from the Department for Education to explain how The Reddings Primary School will implement high-quality remote learning to those children who are unable to physically attend school.

This is a COVID-19 remote learning core offer. If a child has tested positive or they are unable to complete work due to being unwell, this document does not necessarily apply. Equally, should a child be off school for any other reason, this document may not apply. Children undertaking home-learning should be well enough to be able to do their work. If they are ill, they should recover before commencing home-learning activities.

The use of “closed” and other indications to suggest the school is not open is used for convenience of understanding. Unless the site is unsafe (e.g. snow, no heat or water) or not sufficiently staffed to provide learning to specific groups of children (i.e. staffing / ratio numbers are inadequate), the school is open and operational to the key groups as instructed by the Government, such as children of critical workers and / or those deemed vulnerable.



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Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

**All children, regardless of age:**

**Immediate remote education (first day or two):**

- Reading book will be sent home for pupils to read at home if school has notice of a closure
- Pupils to utilise online learning platforms that the school has available –
  - Times Table Rockstars / Numbots
  - Home learning grids
  - Material from the links within the WordPress Home Learning portal (<https://reddingsprimary.wordpress.com>)
  - Age-appropriate activity from the class teacher, through Seesaw (<https://app.seesaw.me>)

**Following the first few days of remote education:**

- 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, adapted maths lesson sequences to cover skills more appropriate for home learning.
  - Maths and English, plus an afternoon activity based upon the blocked learning to be added daily to Seesaw.
  - Weekly PE @ home activities
  - Jigsaw (PSHE) activities
  - Music listening activities

Age-specific provision		
Nursery	Reception	Key Stage One & Two
<ul style="list-style-type: none"> <li>• There are no afternoon activities for Nursery</li> </ul>	<ul style="list-style-type: none"> <li>• Reception will have afternoon activities in line with the Early Years curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 to receive pre-recorded phonics lesson videos</li> </ul>
<ul style="list-style-type: none"> <li>• Pre-recorded storytelling &amp; phonics sessions x2 per week</li> </ul>		



## The Reddings Primary School Remote Education Core Offer

### 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:

Year 1 and Year 2 (Key Stage 1): 3 hours

Year 3, Year 4, Year 5 and Year 6 (Key Stage 2): 4 hours

There are no Government specified hours for Early Years however it would be less than Key Stage 1.

### Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

#### All children:

- Work set through Seesaw
- Blended learning approach of pre-recorded video or audio of year group teams; this could be reading a story or teaching using screen-recorded activities and set work.
- Whole-class video chat (using MS Teams or Zoom) to encourage continuing social interaction, where age-appropriate.
- Jigsaw assembly weekly
- Reading books - children can respond on Seesaw to say what they are reading when they cannot change books in school.
  - Use of online libraries to provide a range of books when children cannot physically access school
- Numbots & Times Table Rockstars
- Feedback will be provided on all work completed via comments on Seesaw
- Parents can communicate with teachers via email

Staff to be trained and supported with remote education through online phase meetings, pre-closure staff meetings and IT leader. All Seesaw classes should have class teacher and the phase leader as their two named adults. Other year group team members should be given class teacher login details. All comments should be additionally named to show who made them.



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

We recognise that some pupils may not have suitable online access at home. If you are in this situation please contact the school on 01442 406500 or email the office, [admin@reddings.herts.sch.uk](mailto:admin@reddings.herts.sch.uk) and the school will offer support accordingly.

#### Possible support options include:

- Loan of laptop to access online resources
- Loan of MiFi (mobile Internet) dongle
- Offer of on-site provision

### How we are preparing pupils for remote learning

#### All pupils within school:

- Login details for Seesaw sent home upon entry to the year group in September 2020 (or at the point of in-year admission)
- Practice on using Seesaw within school (Autumn Term 2020)
- All classes to migrate children to online home-learning while they are accessing physical schooling
- Weekly MS Teams assemblies held within school when fully occupied



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Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

- Long term curriculum maps published on website and followed as closely as possible through the remote curriculum
- Parent leaflets published on website and sent home explain to parents the topics that will be taught for each term
- Sequence of lessons will be followed as planned, unless learning objective is impossible to access remotely

### How will my child be taught remotely?

There will be a combination of approaches used that supports the delivery of our Curriculum. These include:

- Pre-recorded teaching where the teacher may voice-over their lesson or pre-record themselves teaching specific concepts
- Teacher produced documents (uploaded to Seesaw) to support the delivery of the Curriculum
- Recorded teaching (for example Oak National Academy lessons)
- Resources that children have at home including those that the school has subscribed to and require an individual login
- Commercially available website supporting the teaching of specific subjects or areas, including video clips or sequences



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**What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

Children should be accessing remote learning, undertaking activities and submitting tasks ('handing in their work') on a daily basis. Younger children will require more support however all activities have been planned to develop independence. Children in Phase 3 should require less parental support as the lessons have been structured to promote independence.

As there are no 'live lessons' children and parents are able to access the learning at any point of the day and replay the lessons should a child miss some information. At The Reddings we are very aware of the demand of devices throughout the day by multiple users and therefore have adopted the pre-recorded approach to ensure all children can access their remote education on a daily basis.

**Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**

Nursery	Reception	Key Stage One & Two
<ul style="list-style-type: none"><li>• Parents can contact teachers via email (teachers will reply within 3 working days during working time)</li><li>• Parents can contact teachers via seesaw and staff will respond during the school day as appropriate</li></ul>		<ul style="list-style-type: none"><li>• Parents can contact teachers via email (teachers will reply within 3 working days during working time)</li><li>• Pupils can contact year group teaching teams via work submission &amp; comments on Seesaw, which should be responded to during the school day where possible (but particularly for English and Maths)</li></ul>



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### How will we check whether pupils are engaging with their work and how parents will be informed if there are concerns?

- Work will be monitored daily by class teams to check that children are accessing it and interaction is taking place. Teachers to contact parents; in the first instance via where remote learning has not been accessed. Should there be no engagement, this will be followed up with a phone call
- Children who are not accessing Seesaw and no contact has been made by the parents following the class teacher's initial email and telephone contact will be forwarded to the senior team for contact to be made initially by the Phase Leader
- Vulnerable pupils (as defined by the Government) will be contacted at least weekly by the school Pastoral Team
- Registers taken daily with the weekly register of children's engagement with remote learning submitted to the Senior Team to follow up as required
- Along with the register, teachers are submitting an attendance review sheet which outlines the contact had with children and parents which forms the basis of the communication from the Senior Team
- Register of MS Teams or Zoom class well-being meeting taken



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**Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work**

Feedback can take many forms and this may mean that there are not extensive written comments for individual children, in every subject area, every day as this would not reflect our in-school feedback practice. Staff are providing daily feedback (which may include 'next steps') on submitted work however feedback provided automatically via digital platforms such as Times Tables Rock Stars is also as valid and effective.

### Early Years (Nursery and Reception)

- Within the working day, there are no deadlines set in Early Years deliberately, allowing parents to fit activities with younger children around what is happening each day
- Following the teaching and learning style in school, whole-week activities can be used as part of the Learning Journey
- Feedback will be provided on all work submitted daily

### Key Stage One & Two

- Weekly deadlines for assignments so feedback can be given
- Feedback will be provided on all work daily



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### 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 children, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. The following information outlines what we are doing to support our children:

Phase 1 (Early Years)	Phase 2 (Years 1 to 3)	Phase 3 (Year 4 to 6)
<ul style="list-style-type: none"> <li>• Options given as to how children may approach a task and record it in order to account for different learning styles and ability levels</li> <li>• Revisiting concepts pupils have found difficult- pupil led</li> <li>• Teacher-recorded stories and phonics sessions</li> </ul>	<ul style="list-style-type: none"> <li>• English and Maths work differentiated into two or three levels.(e.g. challenge 1, 2,3)</li> <li>• Targeted work for different groups e.g. those who require a high level of support when in school</li> <li>• Appropriately differentiated resources for support or challenge</li> <li>• Options given as to how children may approach a task and record it in order to account for different learning styles and ability levels</li> <li>• Teacher-recorded stories / class book / guided reading and phonics sessions (as appropriate)</li> <li>• Teacher-recorded PowerPoints or similar</li> </ul>	<ul style="list-style-type: none"> <li>• English and Maths task differentiated into two or three levels</li> <li>• Entirely differentiated work for those that are Pre Key Stage</li> <li>• English tasks can include support as required regarding: sentence structure strips, additional vocabulary slides, teacher model, layout</li> <li>• Developing independence to allow children to select the additional support they access</li> <li>• Developing independence to allow children to progress through challenges when confident to do so</li> <li>• Teacher-recorded PowerPoints (or similar) in English and Maths</li> <li>• Recorded material from external agencies e.g. Oak National Academy and BBC Bitesize</li> </ul>



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## Supporting children with additional needs and disabilities continued

### Across the whole school

#### Weekly wellbeing phone calls to children with:

- Education Health Care Plans (EHCPs), high level SEND (e.g. awaiting diagnosis or on the pathway to EHCP assessment in the future)
- Traveller children
- Children Services involvement – on a Child Protection Plan, Child in Need, Social Worker involvement, such as through SASH ( Specialist Adolescent Support Hub), or Intensive Families,
- Team Around Family involvement – i.e. Family Support Worker Involvement
- Those receiving ongoing Pastoral Support

#### Phone calls will include discussions on:

- Mental Health and Wellbeing
- Engagement with home learning
- If any reasonable adjustments are required, e.g. linked to EHCP and / or Learning Plan targets,
- Updates regarding any outside agency involvement

#### Continued support accessed from outside services:

- Students accessing virtual or face to face (COVID-secure) interactions from outside agencies e.g. Speech and Language Therapy, Hearing Impairment team
- Assistant Head of Inclusion to ensure proactive, timely, efficient and through communication is maintained between school and outside services

#### Additional visual resources to be provided (on Seesaw or paper copies) to support with remote learning.

- E.g. visual word banks linked to block subjects and key areas being taught in core subjects, number lines, 100 squares, alphabet strips

#### Mental health and Wellbeing

- Weekly JIGSAW PSHCHE Assemblies
- Weekly whole class Zoom meetings
- Year 5 and Year 6 weekly Positive Minds lockdown work