

CRANFORD PARK (CofE) PRIMARY SCHOOL



CRANFORD PARK

Church Of England Primary School

Remote Education Provision

JANUARY 2021

CRANFORD PARK (CofE) PRIMARY SCHOOL REMOTE EDUCATION PROVISION

RATIONALE

This information is intended to provide clarity and transparency to pupils and Parents/carers about what to expect from remote education at Cranford Park Primary School where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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?**

Access to remote learning will be immediately available via Tapestry (Years R,1 and 2) and ClassDojo (Years 3,4,5 and 6), our remote learning platforms. **Parents can contact the school via 01252870536** or on adminoffice@cranfordpark.hants.sch.uk if at any time access is not possible. In the event of an individual or family self-isolating, remote learning will be made available from the first day as soon as the class teacher(s) have been made aware. All remote learning will be uploaded by 9am on the day that it is due to be completed.

- **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 aim to teach the same curriculum objectives remotely as we do in school however, the activities set may vary depending on access to resources and suitability for distance learning. These decisions will be made by individual class teachers in liaison with Key Stage leaders, subject leaders and/or SLT. As a school we have made adaptations in PE, Music, French, Science and DT due to the nature of these lessons, how they are usually delivered and the heavy reliance on specific subject related resources.

In the event that Cranford Park Primary School is closed to all but those from Critical Worker families and Vulnerable children as a result of a national or local lockdown, we will deliver the curriculum through a combination of live lessons (via Zoom (Years R,1,2,and 3) and Teams (Years 4,5 and 6) and videos and activities uploaded to our learning platforms (Tapestry in Years R, 1 and 2) and Class Dojo (Years 3,4,5 and 6)

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 One - 3 hours minimum

Key Stage Two - 4 hours minimum

ACCESSING REMOTE EDUCATION

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

The online tools we will be using, either for delivery or for assessment are:

Tapestry (EY and KS1) – Teachers will upload all learning tasks for parents to access, complete with their child and submit back to the teacher for feedback.

Class Dojo (KS2) - Teachers will upload all learning tasks for children to access, complete and submit back to the teacher for feedback.

Microsoft Teams – Daily Maths and English lessons, and weekly lessons for other subjects, will be delivered via Teams in years 4, 5 and 6. Independent tasks to follow this input will be introduced during the lesson with resources available through Class Dojo.

Zoom - Daily Maths and English lessons, and weekly lessons for other subjects, will be delivered via Zoom in year 3. Independent tasks to follow this input will be introduced during the lesson with resources available through Class Dojo.

Phonics, story time and PSHE and/or listening activities will be delivered daily 3 times a day in Years R, 1 and 2. Video lessons and follow up activities will be posted daily on Tapestry.

- **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:

1. Discussions with Parents to review available devices and access to the internet
2. Loaned provision of laptops to support where no device is available
3. Provision of hard copy resources if total access by any of the above is not available. These will be available for collection from school, delivered to the home or posted as appropriate.
4. Where work cannot be submitted on line, Parents can deliver or post printed work to school.

School can be contacted by telephone on: 01252 870536 should they have any difficulties with access.

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

All children at Cranford Park Primary School will be taught remotely via Tapestry, Class Dojo, Microsoft Teams or Zoom in the event of a national or local lockdown. We use a combination of the following approaches to teach pupils remotely:

1. 3 daily live teaching sessions for English, Maths and one other subject (Years 3 – 6). 3 daily live sessions for Phonics, Number, PSHE, Listening skills and/or Story Time (Years R, 1 and 2) (*See Live Lesson Timetable in Appendix A*)
2. Some pre-recorded teaching video sessions where appropriate
3. Reading books pupils have at home and provision for online reading materials through Bug Club and the School Library Service e-Platform.
4. Commercially available websites to support the teaching of specific subjects or areas, including video clips or interactive games. E.g. Oak Academy and White Rose
5. Long-term project work and/or internet research activities.
6. Access to school subscriptions to support continued fluency and development of basic skills (TTRockstars, Numbots, and Odizzi).

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?**

At Cranford Park we expect that:

- Pupils will engage every day with the remote education opportunities provided by the school by completing, uploading and submitting work on Tapestry or ClassDojo each day. All work submitted should be completed to the highest quality and meeting the expectations that teachers would have within the classroom.
 - Pupils will attend daily live lessons provided by their Class Teacher(s) (unless other arrangements have been made with the school via the class teacher in liaison with the HT and SLT).
 - Parents will support their child by setting a daily routine to support their child's remote learning and support the child in completing learning tasks that have been set. Alongside this, Parents will continue to support their child's learning by reading every day and practising core skills such as spelling, handwriting, phonics, number fluency and times tables.
 - Parents will support their child in uploading their completed work on a daily basis.
- **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Teachers will check children's work on Tapestry and ClassDojo and provide acknowledgement and/or feedback on the work that has been uploaded.

Teachers will take a register at the beginning of each live lesson to ascertain those children who are in attendance.

If there is a concern in respect of pupil engagement with either Tapestry/ClassDojo or live lessons, teachers or a member of the SLT will contact Parents by message, email or telephone to discuss how best to support further engagement.

➤ **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 which have been marked independently with access to an answer sheet, are also valid and effective methods. Our approach to feedback on pupils' work is as follows:

- Written responses to uploaded work on Tapestry /ClassDojo
- 'Like' acknowledgment for some pieces of work
- Verbal feedback during live lessons

- Some 1:1 feedback for pupils with individual needs as they arise in each live teaching session

Pupils will receive daily feedback on their work using a variety of the feedback approaches listed above.

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:

- For pupils in Reception and Key Stage One online teaching will be provided in shorter sessions e.g. 10-15 minutes.
- Lesson content and activities will be appropriate and relevant for the age and abilities of the children within the class.
- Individual 1:1 or small group sessions will be timetabled for identified pupils who have particular needs i.e. SEND or Vulnerable pupils working from home.
- For EY and KS1 pupils teaching sessions may be in the form of a pre-recording made by the Class Teacher.
- Audio guidance may be provided alongside learning uploaded onto Tapestry and ClassDojo to ensure children are provided with additional explanations for the task.

➤ How will you work with me to help my child who needs additional challenge from adults at home whilst accessing remote education?

At Cranford Park, we recognise that there may be pupils whose performance or potential is significantly greater than that of their peers. Class Teachers will endeavour to ensure these pupils can be appropriately and effectively provided for through the remote teaching and learning programmes. We will work with Parents and carers to support those pupils in the following ways:

- Broaden and Deepen tasks assigned for all children in English and Maths and available via Tapestry/ClassDojo.

- Teachers will adapt and target questioning during live lessons to stretch and challenge the thoughts and contributions of these identified children.
- These children may be invited to attend small group sessions where class teacher(s) have identified them to have a higher starting point or be excelling with the core learning task set
- Red, Amber and Green Tasks with differing levels of challenge will be set for maths and English in Years 1 - 6
- Online feedback may extend the pupil's thinking further, if appropriate.

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?**

Pupils who are self-isolating will be expected to access the online teaching sessions in the same way if their parent/carers are able to support them i.e. are well enough to do so.

If pupils are unwell they will not be expected to access online learning.

If Parents or carers are unwell pupils may be able to complete small amounts of online learning or activities on Tapestry/ClassDojo. In these cases Teachers will discuss individually what is possible and adjust learning provision to meet individual needs accordingly.

APPENDIX A – Live Lesson Timetable

Remote teaching timetable

	9-9.30	9.30 – 10.00	10.00 – 10.30	10.30 – 11.00	11.00-11.30	11.30 – 12.00		1- 1.30	1.30-2.00	2.00-2.30	2.30 – 3.00
Year R		Zoom live phonics input	Follow up tasks set on Tapestry			Zoom story time	Follow up tasks set on Tapestry		Zoom live input – Communication and language /active game	Follow up tasks set on Tapestry	
Year 1	Maths and English tasks set on tapestry with teaching input on powerpoint	Zoom live input	Follow up tasks set on Tapestry			Maths and English tasks set on tapestry with teaching input on powerpoint	Zoom live input – phonics session		Topic related work set on tapestry via Powerpoint	Zoom live input	Follow up tasks set on Tapestry
Year 2	Zoom live input	Follow up tasks set on Tapestry			Zoom live phonics/spelling input	Follow up tasks set on Tapestry		Zoom live input	Follow up tasks set on Tapestry		
Year 1		Zoom live input	Follow up tasks set on Tapestry			Tasks set on Tapestry	Zoom live input			Zoom live input	Follow up tasks set on Tapestry
Year 2	Zoom live input	Follow up tasks set on Tapestry				Zoom live input	Follow up tasks set on Tapestry	Zoom live input	Follow up tasks set on Tapestry		
Year 3	Spelling/ practice revision, spelling strategy suggestion set on Dojo. New list of spellings set on Monday and tested on Friday via Zoom call.	Zoom live maths lesson	Maths tasks – teacher available on Dojo	Break		Zoom live English lesson	English tasks – teacher available on Dojo		Zoom live foundation subject lesson	Follow up foundation tasks – teacher available on Dojo	
Year 4	Teams live English lesson	English tasks – teacher available on Dojo	Break		Teams live Maths lesson	Maths tasks – teacher available on Dojo	*Guided reading and arithmetic tasks set on Dojo	Teams live lesson	Follow up tasks – teacher available on Dojo		
Year 5	Teams live maths lesson	Maths tasks – teacher available on	Break		Teams live English lesson	English tasks – teacher available on	*Guided reading and arithmetic	Teams live lesson	Follow up tasks – teacher available on Dojo		

		Dojo				Dojo	tasks set on Dojo			
Year 6	Guided reading and arithmetic tasks set on Dojo	Teams live maths lesson	Maths tasks – teacher available on Dojo	Break		Teams live English lesson	English tasks – teacher available on Dojo		Foundation subject task set on ClassDojo	Teams live lesson Follow up tasks – teacher available on Dojo

* - May be completed earlier or later

Requirements: EY and KS1 – minimum of 3 hours of remote learning per day, KS2 – minimum of 4 hours of remote learning per day