

Thurnham C E Infant School



Home Learning Statement / Plan

2021-22

Member of Staff Responsible	Mr C K James
Position	Headteacher
Dated	January 2022 (small interim revisions as necessary)
Date of next review	January 2023 (or earlier if large revision required)

This document will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures

Remote education provision: Information for parents

This information is intended to provide clarity and transparency to any parents, carers or stakeholders about what to expect from remote education if 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?

As we use the Seesaw learning platform for homework and parental messaging we are confident this will be up and running extremely quickly. In this period we will initially ensure the children are still able to access the system and the work involved. We would also trial the Teams meetings to check everyone can easily get access.

We would still expect to very quickly upload work from day one and begin the Home Learning process and be responding to work uploaded straightaway.

We would obviously assess anyone who despite previously having suitable technology has now problems with access. We would provide one of our 'learn pads' and / or paper based packs as necessary.

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, PE has to be more 'follow the demonstrating adult' and Music has to be less about using an instrument and more about making sounds and understanding basic notation. The practical aspects of the Early Years Curriculum in particular with child initiated and continuous provision cannot be the same.

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:

Infant school-aged pupils	<p>A minimum of three hours a day (fifteen hours a week) of blended learning. However, we feel confident enough work is set that exceeds this and is equivalent of five hours a day (twenty five hours a week).</p> <p>This diet of blended learning contains teaching and learning videos (both live and recorded), streamed teacher inputs, audio commentaries and inputs and work set to continue with at their own pace and teacher 'check in' sessions with their class to deal with misconceptions and support the children's learning as well as their well being.</p>
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Accessing remote education

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

We use the Seesaw learning platform to share and set work and post links to the live streamed lessons, resources and work to complete.

We use Microsoft Teams for class inputs and meetings.

Teachers can record audio or video sequences.

We link to useful sites such as Phonics Play or You Tube for resources.

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:

In the first instance contact the school to discuss how we can help.

We have some 'learn pads' that have internet access that we can share with families for an extended period.

We can supply resources on paper or in books and hand deliver them to your address or arrange a pick up for you from the school.

We await some further devices from the Government scheme to be allocated so we can distribute them to those in need.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons) e.g. Phonics, practical Mathematics concepts.
- recorded teaching Oak National Academy lessons, video/audio recordings made by teachers.
- videos led by our PE coaches.
- Acts Of Worship videos from the school and Diocese.
- printed paper packs (when necessary) produced by teachers (e.g. workbooks, worksheets).
- textbooks and reading books pupils have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Phonics Play.
- relevant long-term project work and/or internet research activities.

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?

We naturally want **all** children to participate in the home learning, including those attending the Critical Worker / Vulnerable children service ad hoc.

A significant amount of work is placed on Seesaw for a child's year group. We ask parents (due to the age of the children) to try their best to supervise it but to not ever feel under pressure to complete it all, it's there to do as and when is convenient. We never judge or criticise if they do not complete it all, having the children at home is challenging enough.

However, teachers will keep a note of how often work is engaged with and assess whether to contact them directly to check if they need any further support.

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

Teachers will be marking, commenting on and responding to work uploaded throughout the usual school day hours every day, unless committed to a Critical Worker bubble when they will do so outside of those contact hours.

Teachers will soon notice from their daily 'check ins' either via Teams or in the amount of work uploaded.

The Deputy Head at the end of the week collects from staff details on any children not engaging with their work. She will then phone each family on the Monday to see what we can do to help them do this.

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. Our approach to feeding back on pupil work is as follows:

Daily through marking and comments on uploads received that are shared in the Seesaw platform.

The live responses to any streamed lesson via Teams.

When the teacher has their daily Teams 'check in' session with the class to pick up misconceptions, celebrate success and any child's concerns.

Recorded personal messages on audio or video to give specific and vital targeted feedback.

If a parent is working on paper temporarily due to a technological break down or lack of equipment they can (within safety guidelines) return it to the school and the teacher can give feedback via the phone or (socially distanced) in person.

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:

In the first instance they are invited to attend the Critical Worker and Vulnerable service in school as close guidance from a teacher may be most appropriate.

Any children with SEND not attending will have suitably differentiated learning to meet their needs set and uploaded.

It is acknowledged that as an Infant School, and particularly, the Reception year, some of our pupils will struggle at a screen for an extended period. We therefore for those that need it, will concentrate on open, practical activities that parents can hopefully support with ease e.g. a practical home Science investigation task.

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?

Teachers will, in the first instance, set work via Seesaw for the child to complete based on the similar work the class will be carrying out during their ten day self-isolation period.

The teacher will 'check in' with the child either via Teams or via Seesaw.

Where it is appropriate to do so, the teacher may live stream their lessons so the child can still feel part of their class community.