



Five Stones Learning Federation Remote Curriculum Approach



This information is intended to provide clarity and transparency to families about what to expect from us in relation to remote education - if restrictions require entire cohorts (or bubbles) to remain at home, or if individual children are self-isolating (see last section).

The information is organised by the key questions that families may have regarding our online learning offer.

In preparation for school closure.

In September, we sent home the equipment the children will require for home learning. This is to make the transition to online learning easier, for all families.

The school have provided all families with the following equipment:

- Pen, pencil, pen (if appropriate) and ruler,
- Maths exercises book,
- English exercise book x 2
- White board and whiteboard pen

If parents need any further equipment they should let the school know.

We sent home, via e-mail and text, the following log in details:

- Teams username and password,
- Times Tables Rockstars,
- Class Dojo

We will:

- ensure that all children understand how to access the school's online learning platform (age appropriate) and support any parents/carers who struggle with this.
- Mr Hindmarsh has created videos for parents to show them around Teams. Click [here](#) to access the videos.
- ensure all parents/carers are able to access it and login to Teams. School will provide parents/carers acceptable use guidelines for this.

If a sudden closure is needed, what will the first one or two days look like for us as a family?

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.

As such, in the first day or two of a longer period of closure we will:

- Expect children to read their current reading books
- Complete any outstanding homework
- Access Times Tables Rock Stars
- Try to gain access to Teams and contact the school if you have any problems

The class teachers will set work on Teams, based on what the children would have completed during the day. This work will include the flipcharts and worksheets. The staff will ensure that all families are able to access and use Teams and will prepare to start remote learning on day two.

What is the government expectation of remote learning in a national lockdown?

As set out in 'Restricting attendance during the national lockdown: schools Guidance for all schools in England' (7th 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"*

How does the substantive remote curriculum align with the 'normal' school curriculum?

The remote curriculum which the children will follow closely mirrors the learning that would have taken place in the classroom. For example, children will still progress through our phonics and maths scheme at the same pace as if they were in school. We will work with families to deliver a broad and ambitious curriculum.

The remote curriculum will also encompass the vast majority of subjects that the children experience in school. Whilst some learning experiences that would have taken place in school are simply not possible via remote learning (e.g. the more practical aspects of the Design Technology, Science, PE and Computing curriculum), teachers will either move this learning to a period when children return to school, or source alternative theoretical learning to mirror the learning intention (e.g. a video of a science experiment, or online simulation).

Whilst PE cannot be taught remotely, we do expect that children take part in physical exercise and challenges as directed through our remote learning tasks. This will be incorporated into the daily timetable.

As part of the online learning, the teachers will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

The teachers will post a weekly timetable to show the children what learning will be taking place throughout the day and will recap this in a daily timetable.

We will do a weekly celebration assembly allowing the school to come together as a community and celebrate our success.

How will my child be taught remotely?

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

- live teaching (online lessons)
- pre-recorded lessons made by teachers and/or members of staff
- reading books will be sent home fortnightly in EYFS / KS1
- reading books will be changed when needed in KS2

How are days of remote learning structured? How will you teach my child and what will a day look like?

The remote education is structured in different ways depending on the circumstances of the remote learning. Regardless of the need of remote education, we aim to ensure that all children have access to the same education at home as in school.

Individual self-isolation

If an individual child needs to self-isolate the teacher will contact the parents to ensure they have everything they need. They will support them to get onto Teams. They will have a 10 minute chat, via Teams, with the parents and child to explain what will happen during isolation.

The teacher will upload the flipcharts and worksheets daily by 8am. This will be the same work that the children in class are covering. The children must submit all the work by 3.30pm to allow the teacher to mark and give the child feedback.

The teacher will also have a 5 minute catch up each morning with the child that is isolating.

Bubble Closure

If we have a bubble closure, we will spend the first day getting everyone online and upload the work they should have accessed that day.

On the second day, the teacher will start live lessons across the day so the children are accessing the same work at home as they would in school. A weekly timetable will be shared and the class teacher will discuss the daily timetable at the beginning of the day.

The teacher will then teach

- Task 1: Phonics/Grammar or Reading Comprehension lesson - live 15 minute teaching session by the class teacher with breakout rooms available for 45 minutes.
- Task 2: A maths lesson - live 15 minute teaching session by the class teacher with breakout rooms available for 45 minutes.
- Task 3: An English lesson - live 15 minute teaching session by the class teacher with breakout rooms available for 45 minutes.
- Task 4: A Foundation lesson - live 15 minute teaching session by the class teacher with breakout rooms available for 45 minutes.

The teachers will stay online throughout the day, in support rooms, in case the children need any further guidance.

Local or National Lockdown

If we are in a national lockdown, we would stagger the teaching times across the morning allowing parents with siblings in school to support each child at a set time. These lessons are set and communicated with parents.

The learning would be set into subjects and would have 15 minutes live teaching, where this video was recorded, with a 10 minute support room after the lesson. The video would be uploaded onto Teams to allow children to access them later, if required.

- Task 1: Phonics/Grammar or Reading Comprehension lesson - live 15 minute teaching session by the class teacher with a 10 minute drop in session.
- Task 2: A maths lesson - live 15 minute teaching session by the class teacher with a 10 minute drop in session and accompanying tasks.
- Task 3: An English lesson - live 15 minute teaching session by the class teacher with a 10 minute drop in session and accompanying tasks.

The afternoon lessons are focused on foundation subjects and would be a pre-recorded lesson allowing

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parents to access this in the afternoon.

- Task 4: Another curriculum subject lesson - children access a pre-recorded lesson with accompanying tasks.

In addition to this, if some children receive a 1-1 support or intervention in school, they will also receive this during lockdown.

In Reception and KS1, all children will be read with 1-1 at least once a week with some children reading daily. In KS2, some children will be heard read a minimum of once a week.

All remote learning offers

The below information will happen regardless of the circumstances of home learning. This will ensure we support our families and continue to monitor our children.

As part of the online learning, the teachers will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. The teachers will mark all the work submitted and provide feedback on each piece of work. If the children don't submit the work, the school will contact parents to discuss any support which may be required.

They will post a weekly timetable to show the children what learning will be taking place throughout the day and will recap this in a daily timetable.

We will upload all the work by 8am on the morning. If parents are unable to access live lessons, due to other commitments, and need to use the pre-recorded lessons this should be communicated with the school.

Which tools and platforms do you use in order to deliver the remote learning?

Microsoft Teams - this is the primary hosting platform - where live lessons take place, all tasks are 'housed' and children can respond to tasks set. This can be accessed via an app or website link.

ClassDojo- this app will be used to communicate with parents and can be used to upload completed work.

We do not expect families to have access to any specific software or printing facilities - as all requirements are housed within our platforms.

All lessons are recorded, so if for any reason, children cannot access live lessons they can view the teaching to still complete the work.

What if we don't have the 'kit' needed for online learning?

We recognise that for some families, remote education is daunting and may not have the equipment that is required. In order to help, we can:

- Provide a limited number of laptops to families for free, through a home-school loan agreement.
- Source 4G mobile internet for families who do not have internet in the family home.
- Provide a place in school, where vulnerable children and critical workers are able to attend. Not being able to access any home learning can make a child 'vulnerable'.

During the first lockdown, we asked everyone what technology they have available to them. This will aid us in these discussions. During the first day of school closures, all families at home will be contacted to ensure that they are prepared and able to support the remote education plans at home.

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

Parents should endeavour to support children's remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given. The school have provided equipment to support parents with this.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if you are experiencing problems with accessing remote education.

How much do you expect children to engage in the learning and what will happen if you are concerned about levels of engagement? How will you support us as a family?

We expect all children at home to engage in the teaching and study activities set each day.

If an individual child or a small number of children need to isolate, the school will:

- check children's engagement with remote education daily
- contact parents where there is a concern regarding engagement with remote education

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- respond to parents' messages (that confirm to the messaging protocol) within school working hours 8am - 4pm
- contact parents/carers who do not have access to the internet (or mobile data), weekly
- contact parents/carers following no work submission or contact through messaging, after one day
- operate timely reward systems to celebrate home achievement

If a child does not access home learning for more than one day, a call home is made to see how school can remove any potential barriers so that remote learning can resume. This may include staff providing additional tutorials online to show families how to access specific learning tasks, or staff supporting families to plan effective remote learning routines. If these cannot be embedded or prove unsuccessful, a place may be offered in school, where vulnerable children and critical workers are able to attend. Not accessing any home learning can make a child 'vulnerable'.

We have deliberately ensured that the live teaching is staggered to support families who have several children at home (who may share a device). We also record the lesson to support where adults may be home-working - so that the tasks can be completed as flexibly as possible.

The 'drop in' sessions are designed as an opportunity to support children and families each day. Staff also have time built in to the day to phone parents and respond to emails from families who have queries or concerns.

How will you assess my child's work and progress?

If an individual child or a small number of children need to isolate, the school will:

- provide individual feedback daily of work submitted via the online learning platform before 3pm that day. If the work is submitted after this, with agreement from school, the work will be marked the following morning.
- provide individual feedback on paper-based work by asking parents to upload onto Teams or send via e-mail. If this is not possible, feedback will be given via telephone call.
- provide access to digital learning platforms that provide automatic bespoke feedback
- assess children's understanding of remote education / key knowledge and skills covered on return to school. This will be done using a variety of methods including written feedback on submitted work, quizzes, ongoing assessment etc.

If one or more class bubbles need to close, or if the whole school closes or goes into local/national lockdown, the school will fulfil all of the above criteria and in addition:

- provide individual feedback daily of work submitted via the online learning platform between the hours of 8am and 3pm. If the work is submitted after this, with agreement from school, the work will be marked the following morning.

For those without internet access:

- where possible, pupils will receive feedback on their work via a pre-arranged telephone call weekly
- pupils will submit work to their teachers and receive feedback, in person, following the period of isolation

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:

- our SENCo will make contact with individual families to discuss a bespoke approach for your child
- your child's class teacher / the Teaching Assistant who supports your child / school will make contact, via telephone in the first instance, to discuss a bespoke approach for your child
- your child / family will receive regular phone calls from their class teacher
- in discussion with the SENCo and class teacher, your child will be offered individual / group 'live' lessons daily.

Further Support Available

If parents have any questions or concerns about remote learning, they should contact the following:

- Issues in setting work - contact the relevant class teacher via Teams, Class Dojo or school e-mail
- Issues with behaviour - contact the relevant class teacher via Teams, Class Dojo or school e-mail
- Issues with IT - contact the school office
- Concerns about data protection - talk to the Data Protection Officer (Mrs S. Rand) via the school e-mail or telephone
- Concerns about safeguarding - talk to the Designated Safeguarding Lead, (Mrs L. Vollans) or (Mrs S. Rand) via the school e-mail or telephone

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.