



## Remote Education at Coleridge

Coronavirus continues to be a threat to people's health, and a disruption to their day-to-day lives. Isolation, quarantining and school closures have all become commonplace, upsetting family routines and preventing children from attending school.

In spite of this disruption, however, children's learning should not suffer: no access to *school*, should not mean no access to *education*.

Staff at Coleridge have therefore been working hard to produce an effective, straight-forward remote education programme that will allow your child to continue learning, even if they cannot be in the classroom.

The purpose of this document is to provide clarity to pupils, parents and carers about what to expect from Coleridge's remote learning in the event of a school closure.



### When will remote learning be provided?

Remote learning will be provided to any child unable to attend school during term time, either because they are self-isolating, or because of a school closure. However, the type of Remote Learning provided in these two situations will be different.

- **If your child is isolating** whilst the rest of their class remain in school, you will be directed to download one of our *Remote Learning Packs* which are available on the school website. These packs have been put together by your child's teacher, and contain resources and activities that allow your child to learn key skills from the curriculum.

Because the class teacher will be busy at school, they may not be able to provide your child with video lessons, Zoom calls, or extensive feedback on work during this time. However, your child should keep all their completed work in a folder and bring it in to school with them when they return, so that the teacher can see it.

- **If there is a full or partial school closure**, then the whole class will be educated remotely via the technology platforms *Google Classroom* and *Zoom*. Full details of what to expect from our remote learning in this situation are provided in pages 2 & 3 of this document.

## **Remote education in the event of a full or partial school closure**

A pupil's first day of being educated remotely will be different to our usual approach. This is because teachers need time to switch between learning in the classroom and learning on-line.

During the first full day of a school closure, whilst teachers are busy preparing on-line lessons and materials for the days ahead, your child will be asked to complete one of our learning packs, similar to those offered to individuals who are self-isolating. These pack will be e-mailed out to parents when the closure is announced, and will also be available on the school website, or as hardcopies from the school offices.

A complete remote education will be provided for your child from the second full day of the closure.

### **What will my child be taught?**

For the most part, when being educated remotely, your child will follow the same curriculum at home as they would do in school. However, some adaptations may need to be made to the structure and content of lessons in order to make them more suitable for on-line learning (particularly in those subjects that often require the use of specific practical equipment, such as in science, PE and design technology).

There may also be some changes to the order of units within subjects, so that those less suited to on-line learning can be delivered later in the term when the children return to school.

### **What will a day of remote education look like?**

Just as in school, a day of remote learning for a child in Reception will be different to that of a child in Year 6. The timetable for the day, the content of the lessons, and the amount of time spent on focussed learning tasks, will all vary depending on the age of the child.

However, whether in Reception or Year 6, your child can expect to receive bespoke remote learning that has been planned and delivered by the teachers in your child's year group.

### **Years 1 – 6**

At the beginning of each day, the teacher will host a whole class Zoom meeting, during which they will make clear the expectations and the timetable for the day. This session, which usually lasts about 30 minutes, acts as a registration period, ensuring all children are up, dressed and ready to start the day's learning. This class registration call helps develop a sense of routine and structure that is vitally important for young children when learning at home. In some cases, teachers may use a part of the Zoom call to introduce the start of the first lesson, or to provide feedback on the previous day's learning.

Following the morning Zoom call, children will then log in to their Google Classroom where they will be provided with three complete lessons per day; one in English, one in

mathematics, and another in a wider curriculum subject, such as history, geography, music or science. There will also be a fourth, shorter activity each day, focussed on either phonics, spelling or handwriting, or a live guided reading session with the class teacher.

Ideally, the lessons should be undertaken according to the timetable set out by the class teacher in the morning Zoom call.

Lessons are delivered in a range of different formats. In the younger years, where children are less able to access written information, all of the lessons are delivered in pre-recorded videos, and come complete with accompanying resources. During video lessons, the teacher will frequently ask the child to pause the video in order to answer questions or to complete short learning tasks. This creates an interactive feel that better replicates the structure of normal lessons here in school.

In Key Stage 2, lessons are a mix of pre-recorded videos, PowerPoints, written tasks, and live sessions.

### **Early Years Foundation Stage**

In Reception, children will participate in whole class Zoom meetings twice a week. Zoom meetings happen less frequently in EYFS because, in our experience, very young children find it harder to maintain focus for long periods in this context.

However, children will have access to daily pre-recorded teacher videos which serve the same purpose (to say 'good morning' to the children and to introduce the learning tasks for the day).

Children will then have two pre-record video lessons each day; one focussing on phonics or mathematics, and the other on a wider area of the Early Years Foundation Stage Profile. Extension tasks, and a list of useful links and resources, will also be available so that you can do additional learning with your child.

### **How much work should my child be doing?**

The amount of time spent on learning tasks each day will increase commensurate to the child's age. We expect that remote education (including Zoom calls, on-line lessons and independent tasks) will take pupils approximately the following number of hours per day:

Early Years Foundation Stage (Nursery and Reception): **2 hours**

Key Stage 1 (Years 1 & 2): **3 – 3.5 hours**

Lower Key Stage 2 (Years 3 & 4): **3.5 – 4 hours**

Upper Key Stage 2 (Years 5 & 6): **4 – 4.5 hours**



At Coleridge, remote education is provided via the technology platforms *Google Classroom* and *Zoom*

**What are the expectations for my child, and for me as a parent?**

We expect all children to actively participate in remote education, and that you, as their parent or carer, will support them in doing so.

It is important that your child attends the class Zoom call every morning, and that they conduct themselves as though in school at this time (i.e. they are appropriately dressed, and are not eating or lying in bed).

Though we do not necessarily expect children to complete all the work set each day, we do expect that they will engage with remote learning for the lengths of time specified in the previous section, and that they will regularly upload completed work to their Google Classroom so that it can be marked and assessed by the class teacher.

We do recognize that children of primary age, particularly in EYFS and Key Stage 1, will need almost continuous adult support with remote learning, and that this places significant demands on parents time - particularly when they themselves may also be working from home.

We therefore ask that you make every effort to complete what's manageable, given your own family circumstances.

**Will my child be able to learn independently?**

Though the lessons will be appropriately pitched and clearly explained by the teacher, it is unlikely that your child will be able to complete the work independently - particularly if they are in EYFS or Key Stage 1. Children are naturally energetic, curious and excitable, and at this age, cannot remain independently focussed for long periods. Even in school, lessons are frequently punctuated with teacher inputs, class discussions and movement breaks in order to help the children maintain focus. Learning in the home is no different; in fact, it can be even harder for children to concentrate in this environment since it is generally less structured and is usually a place they associate with relaxation and play. There is lots of good advice available on the internet for helping to create routines, structures and workspaces at home that will help your child to concentrate and learn more ably.

**How will you check whether or not my child is engaging with their work and how will I be informed if there are concerns?**

Teachers will carefully monitor the quality and quantity of work uploaded to Google Classroom, as well as your child's attendance at the morning Zoom meetings and any live teaching sessions. If there are concerns about attendance and/or the quality/quantity of work returned, then the teacher will call you to discuss this in a constructive and supportive manner.

If you are finding the learning difficult, or if your family circumstances make things unmanageable for any reason, we encourage you to discuss this with the teacher proactively, rather than wait for the teacher to raise the concern with you.

**What if my child does not have digital or on-line access at home?**

In most cases, the school is able to provide ICT devices to those families who do not have access to on-line learning. We have 24 Chromebooks and 1 4G router that we can loan to families who cannot access our remote education on-line.

The school now holds a list of families that have previously stated they do not have access to IT, and in the event of a closure, we will contact you directly in order to offer support. We understand that people's personal circumstance are constantly changing, so if you would like to be added to this list, please contact the school office as soon as possible and notify us of your requirements.

Please be aware however, that because the school only has a limited number of devices, these will be allocated based on priority of need.

We can also provide hard copies of all resource sheets which can be collected from the school office at the start of each day. If you would like to receive hard copies of worksheets, please contact the class teacher or the school office.

**My child has an Education Healthcare Plan. How will they be supported?**

In the event of a national school closure, any child who has an Education Health Care Plan (EHCP), will be offered a space in the *Key Worker and Vulnerable Provision* that the school will run. If you choose to use this provision, then your child will receive 1:1 support from a familiar adult, who will help them to access the remote learning at a level appropriate to them - just as they would do during a normal school day.

If you decide not to send your child into school during the closure, then we will provide you with a bespoke work pack that your child can complete at home - this will be differentiated especially for your child. The adult at school who usually supports your child will also make regular contact with them throughout the period of closure, to run live learning sessions via Zoom. (This will also be the case in the event of a bubble closure, when *Key Worker and Vulnerable Provision* will not be offered).

If you are the parent of a child with a Special Educational Need or Disability (SEND), then you can expect to receive regular contact from members of the SEND team, who can provide advice and support in helping your child to access the curriculum.

We may also invite your child into school to participate in small group intervention work, and/or the National Tutoring Programme.