Vernon Primary School
Remote Education Provision - Information for Parents

This information is intended to provide clarity and transparency to pupils and Parents/Carers 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 document.

The Remote Curriculum: What is taught to pupils at home

A pupil's first few days 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?

At Vernon, we have two established remote learning platforms: Tapestry for Reception and Google Classroom for Years 1 to 6. We also have a comprehensive school website which contains dedicated pages for each class and for each curriculum area. In the event of a partial or full school closure, teachers will post work onto Tapestry and Google Classroom platforms by 10am on the first day of remote learning. This will be in line with our remote learning policy and for Years 1 to 6 will include activities related to Guided reading, English, Maths and a Foundation Subject area. For the first few days of remote learning, videos may not be uploaded to enable the teachers to have time to plan and record sessions, as well as to prepare for live 'meets'. After the initial few days, videos and live sessions will begin to take place to enable face-to-face interaction with pupils.

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?

At Vernon, we teach the same curriculum remotely as we do in school. This is our full bespoke curriculum and is in line with National Statutory Guidelines. Details of our curriculum can be found on our 'Curriculum Overview' page on the school website, as well as on each year group's website page. We have needed to make some adaptations in some subjects to enable Remote learning to take place. Examples of this may include: Varying text choices to reflect their availability online or as an e-book; swapping the sequence of teaching in the foundation subjects with the availability of resources at home, such as Art and DT; use of different and new technology to deliver lessons, such as loom, voice recordings for phonemes in phonics, PowerPoint presentations.

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 at a minimum: 3 hours for children in Key Stage 1; 4 hours for children in Key Stage 2. There is no minimum number of hours requirement for children in Reception class and this will be determined by the stage of development and is variable daily.

Accessing remote education

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

'Tapestry' is available for all parents of children in Reception; Google Classroom is being used for all children in Years 1 to 6. Individual logins are all set up and are also available if you contact the school office in the event of any technical issues. Our school website is also updated regularly and school spider continues to be used as a means of communication.

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 line with Government initiatives, we have access to additional technology if any families require this support. If this is the case, please contact the school office who will discuss your requirements and make arrangements for us to make technology available to you, such as a school laptop.

Schools are also able to help disadvantaged children get online using free mobile data increases or 4G wireless routers provided by the Department for Education. We can request this support for children and young people who meet all 3 of the following criteria: 1. Do not have fixed broadband at home 2. Cannot afford additional data for their devices 3. Are experiencing disruption to their face-to-face education. If this is the case, then please contact the school office who will discuss your requirements and request support for you.

If you require any printed materials due to difficulties at home accessing equipment, we are more than happy to print materials at school for you.

In terms of submitting work, Google Classroom has the facility to submit work online. Alternatively, you can keep your work at home and hand it in to the teacher once school reopens for all pupils.

How will my child be taught remotely?

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

At Vernon, we use a range of approaches to teach pupils remotely. These include:
- live teaching (online sessions) - we use 'Google Meet' at least twice daily in every class from Years 1 to 6 to ensure face-to-face interaction between pupils and teachers. These live sessions include discussions about the day, instructions for activities, suggested timetables, sharing of work, wellbeing and pastoral focused talking points, lesson inputs and feedback.
- recorded teaching - we upload recorded videos on tapestry and Google Classroom, both from the teachers at Vernon, as well as from external sources such as Oak Academy. These videos explain and teach the learning objectives to the children, often introducing a learning activity as part of a curriculum sequence. Recorded videos are also used to share texts and reading materials with the children, enabling them to access texts for Guided reading, shared reading and other subject areas.
- Activities, in the form of pdfs, word documents or other formats, including instructions are uploaded alongside videos and powerpoint presentations to ensure that children are clear about the learning taking place and what is expected of them.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences - these are sometimes included alongside activities and learning sessions to support children's learning.
- long-term project work and/or research activities to further engage children in their termly topics or other initiatives, such as a whole-school story competition.

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 are mindful of everyone's differing home circumstances and how many people are juggling work, childcare and remote learning. Please do what you can when you can. We will always strive to support children so that they can access the curriculum at home, as we would ideally like every child to engage in as much of the remote learning as possible, depending on their individual circumstances. The amount of support we expect parents to provide for their child at home will depend entirely on the age and stage of development of your child and this will vary greatly. Our videos and learning activities are designed to enable pupils to carry out activities independently where possible, although adult support is always valuable in some areas.

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

Teachers closely monitor pupil engagement and will contact you if they notice that a child has not been engaged in their learning for a few days, up to a week. This contact, either by email or telephone call, is designed to give us the opportunity to support the learning at home in any way that we can. This could be by discussing your technology needs, offering further support with learning or suggesting additional structure and timetables. We always aim to work in partnership with parents and if we have a concern regarding pupil engagement, we will discuss this with you in the first instance, to enable us to support and encourage your child to participate in their learning.

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 marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

We use Google classroom (or Tapestry for Reception) to feed back on work submitted. In Google Classroom, children are able to 'turn in' work that has been assigned by the teacher; this involves ticking a box. There is the option to attach documents or images of work completed. Teachers have the facility to view attachments that children upload to show the work that they have produced. Teachers add an individual brief comment into the private comment box for a piece of work and when necessary, can highlight areas to revisit and write a comment if misconceptions need to be addressed. Feedback to pupils will be given at least weekly. Teachers continue to assess children regularly, using their professional judgements to monitor whether a child is meeting their age-related expectations. Teachers may also use email, live sessions or videos as a method of communication when feeding back to pupils on work they have completed either individually or as a whole class.

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 those children with SEND needs who are accessing learning from home during lock down periods, support and guidance will be provided to families through communication with the class teacher and SENDco. Where required, additional resources can be provided from school to enable children to better access their learning in line with their needs. We work closely as a team to ensure that we can find creative ways to deliver remote education for all pupils, including children with SEND needs, such as individual videos and learning resources, as well as bespoke packages of support when necessary.

For our younger children in Reception, 'Tapestry' is used as an online platform to enable access to remote learning. We cover 3 phonemes a week for phonics and include tricky words, as well as uploading a pdf version of the reading/spelling keyrings. The Reception teachers set a daily challenge, which often involves videos as well as written instructions. The challenges are based on the current book or theme in school, matching activities to our EYFS curriculum, with adaptations for home learning. All areas of learning are covered through these activities on tapestry and additional support, feedback and resources are sent to parents through this learning platform.

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?

During periods of full or partial closure, pupils who have been in school but are then needed to self-isolate will access the remote curriculum activities in line with their peers already learning from home, using Tapestry for reception or Google Classroom for Years 1 to 6.

When the school is open to all pupils and where individual pupils need to self-isolate, work will be provided for these pupils using Google Classroom and Tapestry. Communication will also take place using email or telephone call when necessary to ensure that parents and pupils are fully supported during this time. For Years 1 to 6, Guided Reading, English, Maths and a Foundation subject activity will be uploaded to google classroom for any pupils self-isolating. Tapestry will include a daily challenge and age-appropriate activities. Powerpoint presentations, loom videos to explain flipcharts and external websites/videos will be used over other methods such as live sessions or teacher videos, due to the majority of the peer group being taught full time in school. This ensures that all pupils, whether in school or at home, are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects and that feedback is also provided.