

TEMPLE MILL PRIMARY SCHOOL
REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS AND CARERS

This document aims to set out and clarify what you can expect as parents and carers for your child from Temple Mill Primary School should the need for remote learning become necessary. From your work with us and in supporting us over the last year or so, we know that you understand we will always aim to provide the best learning opportunities possible for your children given the rate of change and the various factors that need to be considered.

The Remote Curriculum: What teaching and learning will be available for children at home.

In line with government expectations, at Temple Mill we aim to:

- Use a curriculum sequence that remains true to our expectations and offers learning activities that are meaningful and ambitious.
- Offer a programme that will as closely match what would be offered in school as possible.
- Ensure that the learning is well planned so that knowledge and skills are built over time and there is time allowed for practice and consolidation.
- That instructions and teaching points are delivered through a variety of means to include videos some of which may be live or recorded, presentations and documents.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Teachers will use various means to assess the progress of the children and adjust the pace, difficulty or level of support in response.
- Our remote learning will vary according the age and stage of development of each child and any special educational needs.
- Should the school be closed to all but Key Worker or Vulnerable children, the children in school and the children at home will have as closely as possible the same curriculum. However, there will have to be some adaptations made.

EYFS: Learning activities will be varied and appropriate to the age and stage of the children.

KS1: At least 3 hours of remote provision.

KS2: At least 4 hours of remote provision.

In KS1 and KS2, this does not mean this will be 3 or 4 hours of teacher contact. The time is made up of some instructional time, independent learning time for research, practice or consolidation, feedback or direct work with teachers.

At Temple Mill, we recognise that not all pupils will be able to access remote education without adult support and that not all children will have the same access to online learning. We will work with families to support their children in achieving all that they can.

There are various circumstances when remote learning will be required. Sometimes the need arises at short notice and so the early days of the remote learning may be different to the offer you can expect as described below:

Remote learning needs	What can be provided	Teacher responsibility
A child is too unwell, for any reason, to come to school	If the child is too unwell to come to school they are unlikely to access any home learning. However, when recovering they can be directed to the activity packs or website links for learning. No additional learning to be sent home for brief absences.	Signpost to home activities if appropriate. On child's return, ensure there are opportunities to catch up on any lost learning.
A child is isolating due to awaiting test results but is well.	A paper activity pack of generic age appropriate learning can be collected from school. Learning is closely matched to school with resources (presentations, worksheets etc) sent via Edmodo or Tapestry. Paper copies of the above resources can be made available if necessary. Additional learning or additional activities from the Home Learning Grid can be assigned. Teachers to offer feedback/next steps on any learning submitted during the absence.	Teachers will check in via Edmodo/Tapestry, telephone or email after 2 days if necessary to check on the child's status.
A child is self-isolating because of a positive test in their household.	In addition to the above, the teacher may direct the child to a other materials from providers such as Oak Academy, White Rose or BBC Bitesize.	Teachers will provide resources and guidance notes. Staff will make contact at least twice a week.

	An activity per week for each other subject on the timetable to be provided on a curriculum grid. Learning to be submitted by given deadlines via Edmodo/Tapestry or email. Children or parents are be able to contact the Teacher on Edmodo to seek help or clarification.	Teachers will monitor engagement in the learning and any concerns should be communicated to parents/carers.
Bubble(including staff) is isolating due to a positive test result and on the advice of our local Health Protection Team.	Teachers and LSAs are expected to be available for work throughout their normal working days and according to the policy. (8.30 to 3.30 for LSAs and to 5.00 for teachers.) Breaks should be built into the day. The timetable of learning for the week will be of approximately the same amount of time and as close to what would have been taught in class as possible. Times for contact/feedback in the day will be set. Resources, feedback and contact to be made available for all children as above with the addition of Teams meetings.	Planning and timetables will be available for colleagues in the event of staff sickness. Staff working from home will maintain contact with families and via Edmodo or Tapestry and Teams. Teachers will monitor the child's engagement in the learning and any concerns should be communicated to parents/carers.
School is closed to all but is closed to all but Key Worker and Vulnerable Children This may part of be local or national lockdown when the contingency framework is put in place.	A minimal staff will be in present in school to teach, supervise and support the children who need to be in school. This will depend on the number of and combinations of children. Planning for children at home and school will be the same, however as it is likely that Bubbles of mixed classes will need to be created, there will be some adaptations of the timetable, content and resources. Teachers will have daily contact with their classes whether they are at school or at home.	A weekly overview and timetable and most resources, including instructions and guidance will be provided for parents at the beginning of each week. Other resources will be provided as soon as they are available.
Well-being and additional support	In any of the above circumstances, the well-being of all involved will be a priority. We acknowledge that the circumstances of this plan needing to be put in place reflect that we are in incredibly challenging times and so need to be mindful of the impact of all members of our community. Well-being activities will be an important part of our offer. A code of conduct will be developed to protect staff, children and parents regarding the positive management of remote learning and the expectations, particularly online interactions. We understand that children will need breaks and down time and some fun along the way. Our Teams meetings will also enable the children to keep in touch with their classmates. We want everyone to still feel very much part of Temple Mill School wherever they are doing their learning. Our staff will work incredibly hard to ensure our remote learning is a success but it should not add unnecessarily to their workload and their availability will not exceed their usual work day expectations. Our Home School Support Worker, Mrs Gabriel will continue in her work and our SENDCO Mrs Caselton remains in place to support children with additional needs and their parents.	

How your child will be taught remotely during "lockdown".

Your child's teacher will offer a range of remote learning activities. Time required, activity type and resources will vary depending on the child's age and subject but will include:

- Live teaching - this will be by the teacher and via Teams. In addition, there will be feedback sessions and class assemblies.
- Recorded teaching - this may be by the teacher or from providers such as Oak Academy and White Rose.
- Powerpoint presentations which include instructions, guidance and tasks provided via Edmodo/Tapestry.
- Links to commercially available websites which will support learning via video clips or guided activities, for example Joe Wicks PE or BBC Bitesize.
- Recommended television viewing for example the BBC learning provision.
- Research challenges in response to a question of the week, pre-learning or extension tasks.
- Practical and active tasks.

- Paper based produced by teachers.
- Textbooks or reading books that can be made available for home.

Engagement and feedback

We would encourage and expect children to access as much of the remote learning as they can but we recognise that remote learning will prove challenging to many families.

Our curriculum will provide a balance of activities so that not all are dependent on online access or parent support. It would be very helpful if parents/carers;

- Viewed the overview/timetable for the week to identify where your support maybe needed and how you can plan that in.
- Help your child organise their learning schedule.
- Try to organise a work station for your child.
- Help your child into a routine - this can be modelled on a school day, you can have playtime! Keep to your usual bedtimes and morning routines.
- Make sure your child takes screen breaks and has some physical activity everyday.
- Try not to worry - every child's circumstances are different and remote learning will not be the same as "normal" school, similarly children in school during .
- Get on touch if you are struggling.

If a teacher is concerned about a child's level of engagement or standard of learning, they will contact the parents to try to find a means to make improvements. We would also encourage parents to contact teachers if they have any concerns themselves.

Children will be able to submit their learning via Edmodo or Tapestry. If need be this can be emailed in. The teacher will then offered regularly, at least twice a week, feedback and next steps in a variety of ways depending on the task:

- During live taught sessions.
- During feedback meetings on Teams.
- By annotating and returning submitted learning via Edmodo or Tapestry
- By providing checklists, guidance or mark schemes for self-marking.

Support for children who cannot access online learning

We understand that some children may not be able to fully access the online aspects of remote learning. This may be due to a number of reasons:

- A lack of devices or reliable internet access
- The need to share devices with family members working at home or with siblings.
- Demands on parent's time.

At Temple Mill we are very appreciative of how hard our parents try to support their children's learning and will work with families to support them in doing so. We recognise that not all children will be able to stick with the suggested timetable and so will aim to give some flexibility where we can.

We can also support by:

- Issuing school laptops to be used at home. We will identify families who may benefit from the loan of a device. Families can also inform us if they feel they need to borrow a device. Unfortunately, our capacity to do this is low and so allocations would be made by priority of need.
- We have passed on information about Wi-Fi vouchers and DfE schemes supporting increased data allowances etc. Please contact the office if you need this information again.
- Providing paper based resources and print outs of presentations from the teachers' plans. These are usually available to be collected from the reception area on Monday afternoons. Please let the office know if you will need a pack, ideally the week before.
- We can also provide paper, exercise books and stationery packs for use at home. We also have a selection of generic learning packs that can be used.
- On paper learning completed by the children can be returned to school to be stored and then feedback given after the appropriate time. Alternatively, photographs of learning can be taken and uploaded onto Edmodo or Tapestry or emailed into the office.