

Kessingland CofE Primary Academy

Remote education provision and learning expectations

Information for Parents/Carers

This information is intended to provide help and support to pupils and their families about what to expect from remote education at Kessingland Church of England Primary Academy, where national or local restrictions require entire classes (or “Bubbles” as we call them) to remain at home.

For information of what to expect where individual pupils are self-isolating, please see the final section of this information sheet.

Our aims for remote learning:

- Set learning so that pupils have meaningful and ambitious work each day in a number of different subjects across the curriculum;
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or live lessons / pre-recorded videos;
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- Enable teachers to adjust the pace or difficulty of what is being taught in response to assessment, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

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?

- When a school closure is announced, parents/carers will be informed via the News and Information section of Class Dojo that remote learning will commence. We will always aim to share information with you as soon as we are able to, however, even at very short notice a full remote learning programme will start by Day 2.
- If whole “Bubbles” (classes) are sent home, we aim to ensure that a comprehensive programme of remote learning is uploaded to Class Dojo by the end of Day 1. You will appreciate that in this eventuality, our priority is to ensure that children are collected from school quickly and safely.
- In the first day or two of remote education, your child's class teacher will upload learning tasks on to Class Dojo and Google Classroom that the children can complete independently at home. These tasks will cover the core subjects of English and Maths.
- We encourage families who require equipment (laptops, pencils, rulers, paper etc.) to make contact using the SaFS team email (safs@kessingland.dneat.org), so that these resources can be safely distributed.

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?

Wherever possible and appropriate, we aim to teach the same curriculum remotely as we do in school, in order to provide a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.

Here are a few examples of changes that we have had to make due to the restrictions in place:

- The PE curriculum cannot match our normal in-school provision, as children will not have the space or resources;
- Art lessons have had to be adapted slightly due to children not having access to resources at home;
- The computing curriculum will need to be different due to a lack of resources at home, however remote education opens up avenues that may have otherwise not been explored, for example, video calls, remote presentations and video editing.

Remote teaching and study time each day.

How long can I expect work set by the school to take my child each day?

Key Stage 1	3 hours
Key Stage 2	4 hours

We will provide learning which most children will complete in the suggested time.

Children in Key Stage 2 have been provided with a suggested timetable for the day but please remember this is ONLY a guide. Some children may finish quicker and some may take longer. We perfectly understand that many parents/carers may have to work from home, so please do not become anxious if you find you are unable to keep to the recommended timeframe.

We believe in the development of the whole child and that learning takes many forms. Every time your child learns a new skill (for example, cooking, gardening, or building); please share these experiences with us, by uploading a photograph with a short explanation to their portfolio on Class Dojo or Google Classroom.

Please remember that the health and mental well-being of both your child and your family are paramount at this time.

Accessing remote education

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

Year Group	Online Platform
Nursery and Reception	<ul style="list-style-type: none">• In these year groups, we have chosen to use Tapestry as the portal for remote education. This is a platform that parents/carers are familiar with though the sharing of learning journeys.• Zoom meetings will also be used as a way of ensuring that the children in these year groups have regular phonics teaching, story time, and opportunities to socialise with their friends whilst developing their speaking and listening skills. We know all parents/carers are familiar with Zoom, as we used this for transition in the summer term.

	<ul style="list-style-type: none"> • Pre-recorded videos will be uploaded daily to Class Dojo in order that children have access to daily teaching from their usual class teacher and a story from a member of the regular support team. • A menu of activities will be shared on Class Dojo. These activities will be linked to the topic for the week. • Daily Phonics Teaching: This will be posted on Class Dojo. Four different groups ensures tailored teaching to match the child's ability. As a Read Write Inc. school, these are taken from the Ruth Miskin portal.
Key Stage 1: Year 1 and 2	<ul style="list-style-type: none"> • In these year groups, we are using Google Meet to provide a daily live lesson, lasting between 30 and 40 minutes. The regular class teacher, supported by another teacher from the Key Stage, will lead these lessons. There will always be a minimum of two members of the Kessingland teaching team present. • Children have been taught how to use Google Educator during their computing lessons in school and are familiar with the learning suite. • Class Dojo will be used to access the daily learning tasks, view messages from the teaching team and turn in work using the portfolios. • Google Classroom can also be used to turn in work. • By providing a choice of platform, we believe this enables families to select the one, which best meets their needs.
Key Stage 2: Year 3 - 6	<ul style="list-style-type: none"> • In these year groups, we are using Google Meet to provide a daily live lesson, lasting between 40 and 45 minutes, depending on the year group. The regular class teacher, supported by another teacher from the Key Stage, will lead these lessons. There will always be a minimum of two members of the Kessingland teaching team present. • Children have been taught how to use Google Educator during their computing lessons in school and are familiar with the learning suite. • Class Dojo will be used to access the daily learning tasks, view messages from the teaching team and turn in work using the portfolios. • Google Classroom can also be used to turn in work. • By providing a choice of platform, we believe this enables families to select the one, which best meets their needs.

We have tried to ensure that families with children in more than one-year group are not being taught online at the same time. Our hope is that this will enable families to make the best possible use of the devices they have available at home and ensure they are able to support their children during live lessons.

The timetable will be as follows:

Class	Time	Lead Teacher	Support Teacher
Lion (Year 6)	9 - 9:45am	Mrs. Gildroy / Miss Egleton	Miss Casbolt / Mr. Baillie
Rhino (Year 5)	10 – 10:45am	Mrs. Ford / Ms. Truman	Mrs. Gildroy / Miss Casbolt
Lion (Year 6)	11 – 11:30am	Mrs. Gildroy / Miss Egleton	Miss Casbolt / Mr. Baillie
Aardvarks and Otters (Year 1)	11 – 11:30am	Miss Harris / Miss Macias	Miss Harris / Miss Macias
Rhino (Year 5)	11:45 – 12:15pm	Mrs. Ford / Ms. Truman	Mrs. Gildroy / Miss Casbolt
Antelope (Year 3)	12:45 – 1:30pm	Mr. Pigney	Miss Farrow / Miss Busby
Giraffe (Year 2)	1 – 1:30pm	Miss Adams	Miss Harris / Miss Macias
Meerkat (Year 4)	1:45 – 2:30pm	Miss Farrow	Mr. Pigney / Miss Busby
Lemur (Year 3 and 4)	2:45 – 3:30pm	Miss Busby	Mr. Pigney / Miss Farrow

As you will appreciate, this is a very full timetable. In order that it runs to time, please ensure that your pupils join the Meet, five minutes before the allocated time.

Teachers will post the Meet invitation on Class Dojo and Google Classroom, 10 minutes before the lesson and secure the Meet using a Nickname, when prompted to do so.

The teacher will then wait to welcome their class. At the end of the Meet, they will wait for the last child to leave, before they close the Meet.

Every morning at 9am, the work for the day will be shared (English, Maths and Wider Curriculum).

Live lessons and pre-recorded videos are always led by the usual class teacher, supported by other familiar adults from the regular teaching team, so that children feel comfortable and confident.

You can also expect to see a member of the Senior Leadership Team in some live lessons. This is for training and monitoring purposes and ensures that we are providing the best possible education for our pupils.

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 and adopt a number of approaches to support those pupils to access remote education.

We are able to help families who are struggling with access to technology in the following ways:

- Children who require support to access remote education are identified through the Google form (questionnaire) sent at the beginning of the remote learning period;
- If a pupil requires the loan of a digital device, these are available from school and this information will be gathered by the school via the questionnaire or conversations with the Headteacher. We have a number of laptops that can be loaned from the school for the time that your child is at home. These devices come pre-installed with the software required for home learning;
- We can provide dongles to households without data. These can be tethered to a laptop for remote education. Please phone the office on 01502 740223 to discuss this further;
- Any support schemes, extended data packages etc. available to parents/carers are posted on our News and Information Class Dojo page;
- We endeavor to set learning that has very little need for a printer but for those pupils who do not have access to the internet or a printer they can contact the school via the SaFS email (safs@kessingland.dneat.org) and arrangements will be made to offer safe support;
- In exceptional circumstances, these resources may be delivered by the school;
- The in-school SaFS team are available to support families with any emerging needs. If these relate to the use of technology, they will be referred to the Deputy Heads who have support from RM Unify.

How will my child be taught remotely?

We use a variety of methods to teach children remotely. This may include any of the following:

- Live teaching (online lessons via Google Meet and Zoom);
- Recorded teaching (e.g. Oak National Academy lessons, videos/audio recordings made by our staff);
- Learning tasks provided by the teacher through the remote learning platform;
- Reading books for pupils to have at home;
- Activities to complete online, set by the teacher;

- Websites to support the teaching of specific subjects or areas, (e.g. TT Rockstars, Oxford Owls, Ruth Miskin phonics);
- Long-term project work and/or internet research tasks;
- We will be providing online lessons.

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?

At Kessingland Primary Academy, we expect all children to take part in our remote education offer.

However, we do understand the pressure that this can place on parents/carers. We recognise that every family is different, and that many will find remote education a challenge. For this reason, we ask parents/carers to make every reasonable effort to encourage their children to join in, wherever possible.

We also ask that parents/carers make every effort to support their child's learning. This may include sitting with them to complete a task, or being on hand to help with answering questions.

Our SaFS team are on hand to help if any family is struggling. Please use the safs@kessingland.org email address to request a telephone appointment.

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

Our online platforms (Tapestry, Google Classroom, Class Dojo) track pupil engagement and the class teacher will be able to see which children are taking part in the work that is offered. In addition to this, daily attendance is recorded and monitored to ensure that we have a record of those children engaging in home learning. We will check in with families using the following system:

Step 1

The class teacher will use Class Dojo messenger to contact parents/carers to discuss home learning if they notice that a child is not engaging.

Step 2

Our SaFS team will phone parents/carers to discuss any issues around home learning if the class teacher raises a concern with them. This call will be a supportive offer of help to see if we can solve the problem together.

Step 3

A member of the Senior Leadership Team will contact families who are not engaging in home learning, where no explanation has been provided.

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

- Live feedback during virtual lessons;

- Comments on Class Dojo portfolios and via Tapestry and Google Classroom in response to submitted work. When needed, these will include next steps/suggestion for improvement or development of the task;
- Phone calls home;
- Quizzes and end of unit activities.

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. We will continue to work with our families maintaining the high standards of communication we already have in place and we will work with individual families and offer support tailored to the individual needs in the following ways:

- Live intervention lessons via Google Meet;
- Live support sessions with a teaching assistant via Google Meet;
- Differentiated work set by the class teacher;
- Support from the SENDCo (please use the following email address: safs@kessingland.dneat.org);
- Technical support (school laptops, headphones, software);
- Access to online resources and platforms.

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?

- Your child's class teacher will use Class Dojo to upload the learning tasks, accompanied by suggested timetables and curriculum outlines. These will follow the teaching in school, so that when the pupil returns to school they are able to continue learning with their peer group;
- All completed work can be uploaded using the appropriate online platform for your child's year group so that their teacher can provide feedback;
- Pupils should continue to follow these plans, providing they are well enough to do so. For any questions, queries of feedback, parents/carers can telephone the school office and request support from the class teacher, who will make contact by the end of the school day, through Class Dojo;
- If your child is ill, they must take the time to rest and recover and are not expected to work from home. However, if your child no longer feels ill but are still considered contagious, parents/carers must phone the school office to advise the teacher that work can be sent home.