



Banks Road Infant and Nursery School remote education provision: Information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home? What should my child expect from remote education?

We will provide printed materials which will be available on a fortnightly basis to support you and your child in all the learning activities.

Planning will include activities that can be completed with-out the use of printed materials.

All communication from the class teachers will be via ClassDojo and 'Teams



ClassDojo will be updated at least weekly with planning, schedules for learning and materials.

All staff will record lessons, stories etc which will be available on ClassDojo for all children.





Nursery

- Two weeks' worth of activities will be uploaded to class dojo fortnightly- they do not need to be printed off.
- A weekly 'show and see' teams meeting with the children who are not in school. This will give them the opportunity to see staff and their friends and to share what they have done over the week. This could be a book, a picture or something they have made.
- Regular response from staff to messages
- A 5-10 minute 'catch up' with a member of staff on a weekly basis either by telephone or Microsoft teams.
- In addition to the learning packs, additional activities or links will be shared on ClassDojo

Reception

Shared across the year group

- Learning packs provided fortnightly with resources necessary to carry out the learning tasks
- A brief outline of planning shared on ClassDojo each week
- Daily activities suggested on the planning
- Maths- Number Blocks plus activities directly linked to shapes, space and measure based on the current age related expectations. Minimum of 2 recorded maths tasks plus daily number fluency activities.
- Phonics- a weekly plan with specific activities for each day. Recorded tasks as appropriate with supporting videos as and when needed.
- Writing- minimum of two recorded pieces of written work each week based on the week's theme.
- Reading- a PowerPoint video provided each Monday morning
- Creative and Design- three tasks to apply and develop key skills (fine motor, gross motor), and opportunities to develop the characteristics of effective learning.
- Mindfulness and Physical- links to the weekly theme. Video sources and ideas provided for yoga and physical activities.
- Personal, Social, Emotional and Communication & Language development- Reflective activities provided on the weekly plan.
- ClassDojo used for messages

Year 1

Shared across the year group

- Learning packs provided fortnightly with resources necessary to carry out the learning tasks
- ClassDojo contact with parents
- Weekly planning shared on ClassDojo
- Resources available on ClassDojo
- Year 2: staff will pre-record teaching sessions to be shared across the year group
- 5 maths each week pre recorded across the year group (daily Powerpoint presentation including information and teaching video)
- 3 Topic lessons each week
- 5 phonics pre recorded / daily PowerPoint presentation across the year group each week

- Handwriting – videos demonstrating letter formation
- 3 Storytime videos each week
- Guided reading

Year 2 Shared across the year group

- Learning packs provided fortnightly with resources necessary to carry out the learning tasks
- ClassDojo contact with parents
- Weekly timetable shared on ClassDojo
- Resources available through learning packs
- Year 2: staff will pre-record teaching sessions to be shared across the year group
- 5 maths each week pre-recorded across the year group
- 2 English each week, to accompany planning in learning packs, pre-recorded across the year group
- 5 phonics pre-recorded across the year group each week
- Microsoft Teams registration meeting once a week to introduce English tasks
- Microsoft Teams live lesson available on Friday mornings
- A 10 minute reading session with a member of the Year 2 team per week

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

Some of the younger children will have play based learning opportunities in school.

Play is an essential part of our curriculum and we are encouraging the children to continue to play at home alongside any additional learning provided remotely.

Staying active is key and all children and are encouraged to get outside and exercise at least once a day.

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:

Key Stage 1

3 hours a day.

Reception

Up to 2 hours each day. The children should be encouraged to play and explore, to exercise inside and out, to practice getting dressed by themselves, to read and share stories, to sing and to dance and have fun. These are all important aspects of the EYFS curriculum

Nursery

Up to 1 hour each day and as above



Accessing remote education

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

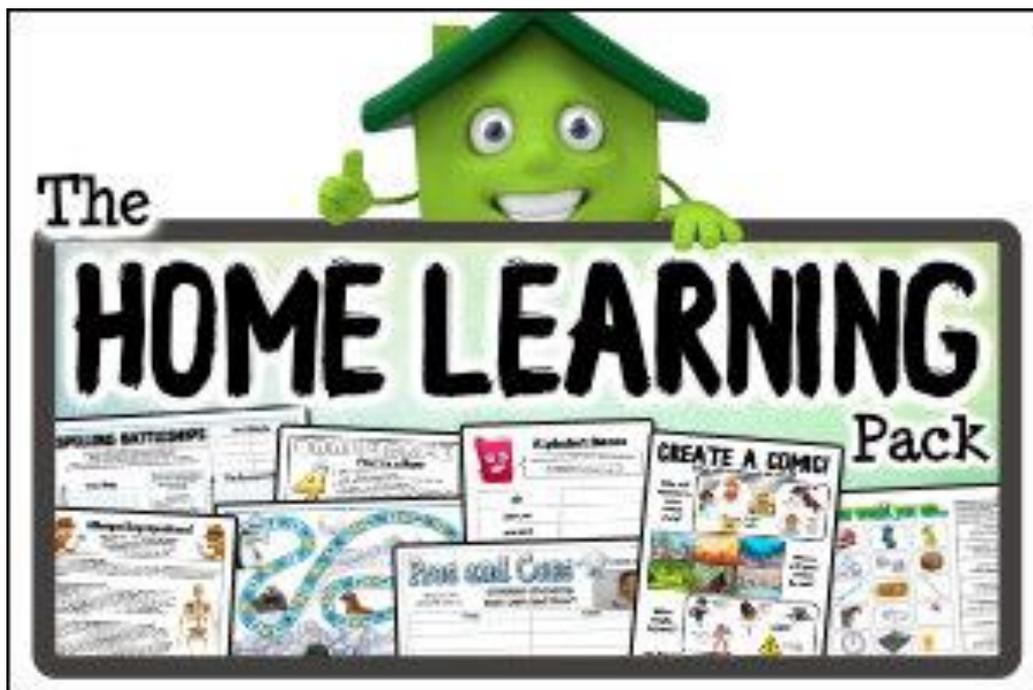
All learning, teaching videos and links are available through ClassDojo

- Pre-recorded videos
- Power Maths– links provided by school
- One to one catch up sessions with staff
- Printed learning packs are made available for all children and can be picked up from the main school entrance during allocated times
- Live teaching sessions

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:

For those children who are NOT accessing any online learning, the class teacher or head teacher will phone these families to ensure the pupils can access remote learning and to support the families as needed.



Printed learning packs are being made available to all families. These may include any of the following:

- Maths – Daily Powerpoint presentation printout and PowerMaths workbook sheets
- English – any worksheets/writing frames needed
- Topic – Any writing proformas/worksheets needed
- Guided Reading/Spag –Printouts
- Handwriting sheets
- Art materials

All families, where the children are learning remotely, are receiving a phone call or face to face meeting online from the school to discuss and support this learning.

Internet can be provided by mobile phone companies information can be found here.

<https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

How will my child be taught remotely?

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

- Pre-recorded teaching videos uploaded onto ClassDojo
- Printed paper learning packs produced by teachers (e.g. workbooks, worksheets)
- Reading books will be changed and staff will listen to individual children via online prearranged times
- Links to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Learning packs will be made available from school including white boards, pens, numberlines etc
- Suggestions for daily activities to do with your child at home
- Encouraged to learn through play and physical activity
- On-line invitations to join live teaching 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?

Young children will require more support from parents to access their learning from home. The school is providing some structure to the day through suggested activities to complete each day, weekly live 'registration' session, live year group meetings and one to one reading and catch up sessions with staff. Parents are also encouraged to share books and stories as often as possible each day. The children do not have to complete ALL of the activities set and may be following their own interests and learning at their own pace. Some children may find it hard to engage on some days and be more receptive on other days.

At Banks Road Infant and School we appreciate that this is a hard time for everyone and that keeping your child safe and happy is the most important thing that you can do.

We will work together and support each other in the community and if you have any questions or concerns about your child's engagement in learning then please contact your child's class teacher to discuss this.

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

- Register of who accesses ClassDojo
- Welfare calls /Teams meetings / phone calls each week with children not in school

- The teacher or head teacher will call home if there has not been any engagement, or limited amount of engagement over a period of a week

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 is also a valid and effective method, amongst many others. Our approach to feeding back on pupil work is as follows:

In KS1 (this may vary between year groups) Teams meetings/phone call each week with children not in school.

Portfolios of work marked daily – mostly given comments

Response to messages from parents (at least daily) on Class Dojo

For example:

3 comments on ClassDojo for writing each week (when work is uploaded each day)

At least 3 comments on ClassDojo for Maths each week (when work is uploaded each day)

The children will be rewarded with 'monster points'.

In EYFS

Feedback on work via ClassDojo. This may be an emoji, a comment or an audio comment recorded by the teacher.

The children will be rewarded with 'monster points'.



In addition, staff will celebrate individual children's achievements through a virtual 'Golden Stars' Assembly each week.

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:

Children with SEND have been prioritised to attend school but may be unable to do so and will therefore be supported to meet their needs at home.

Teachers will keep in touch via ClassDojo, phone calls or face to face online meetings

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. Parents will be contacted and learning packs will be made available from the school which will link directly to the ongoing teaching and learning in school.