

Shinfield Infant and Nursery School Remote Education Provision: information for parents and carers

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.

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

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?

Each week a home learning grid is posted up on the school website that links with the week's learning. Parents or carers can access this immediately to find out what their child is covering in school or Nursery that 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE can be taught using equipment and in a large space as we are working in a group, but we do not expect parents to be able to replicate this for their children.

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:

<p>Key Stage 1 (Year 1 and 2)</p>	<p>3 hours of learning per day. Children will be able to access video inputs in handwriting, phonics, writing and maths every day with differentiated work. They will also be set at least one topic related task daily.</p> <p>Children have the opportunity to check in weekly with a TA (teaching assistant) for a live Microsoft Teams call to engage in learning about reading and maths targets.</p> <p>Each week, on a Tuesday for Year 1 and a Wednesday for Year 2, children will be able to swap reading books and also collect any resources to scaffold and consolidate their online learning and our termly topic.</p>
<p>F2</p>	<p>Provision is given for 2 hours of learning per day. Children will be able to access video inputs in writing, phonics (inclusive of handwriting) and maths every day. They will also be set a fine motor challenge, alongside a topic related task daily.</p> <p>Children have the opportunity to check in daily with a TA or their class teacher for a live Microsoft Teams call to engage in learning opportunities in phonics, reading, writing, maths and indeed for the social and emotional engagement.</p> <p>Each week, on a Monday, children will be able to swap reading books and also collect a 'Keep Me Busy' pack to scaffold and consolidate their online learning and our termly topic.</p> <p>There will also be a daily story time video for children to listen to a new story each day.</p>
<p>F1 (Nursery)</p>	<p>Provision is given for between 1 and 2 hours of learning per day, which is vastly dependent on adult interaction. Children will be able to access video inputs for phonics (inclusive of handwriting) and maths every day. They will also be set a fine motor challenge, a communication and language challenge and a topic related task daily.</p> <p>Finally, there will also be a daily story time video for children to listen to a new story each day.</p>

Accessing remote education

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

All work is uploaded onto our school website with video links to our providers and school You Tube channel. Those without printers can access printed learning packs from school.

Microsoft Teams calls and check ins for F2, Year 1 and Year 2.

Emails home to parents with supporting learning examples where necessary.

Foundation Stage also utilize school year Facebook Groups to promote home learning to parents and guide them further if needed.

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:

Children who do not have a printer can pick up a learning pack with the same documents that the children will be learning from in school and at home, ensuring a cohesive approach.

In exceptional circumstances where families are unable to collect home learning from school, arrangements will be made to deliver supporting materials to their home.

Children without access to a device have been invited into school and where possible, provided with access to a laptop or other device.

Children in Key Stage 1 will have their exercise books at home to work in during lockdown.

How will my child be taught remotely?

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

Recorded teaching (eg: Oak National Academy lessons, video recordings made by teachers in core subjects – reading (including phonics), writing and maths, alongside our supporting scheme of work, White Rose Maths videos).

Printed paper packs produced by teachers (eg: workbooks, worksheets)

Textbooks and reading books that pupils have at home, and Reading Eggs online reading programme.

1:1 dedicated Microsoft Teams calls to focus on reading, phonics and intervention work where needed, delivered by both teachers and TAs.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 expect children to complete the work set at their level without too much parental involvement but this will depend on the age and ability of the child. Children with SEN or other high needs have been invited in to school in order for them to access the face to face support they need from school staff.

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

We expect children to submit their work daily via email, or the online sharing platform 2Simple for F2, so that we are aware of who is engaging with the remote learning offer. We are monitoring who is engaging in Microsoft Teams reading and intervention calls, alongside maths target calls. We are able to evidence engagement with Reading Eggs across the school from F2 to Year 2. With families of children that are not engaging, we will contact them via phone to see if there are any barriers and how we can help further in their specific circumstances.

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:

Every child who is accessing remote learning that submits their work will receive written feedback on a daily basis via email. We give one positive comment and one thing to work on going forward.

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 EHCP and high SEND needs have been offered a place in school. If this is not accepted, in the case where a child has a EHCP that child will receive live 1:1 teaching sessions via Microsoft Teams at least three times per week.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remain 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?

Remote education for self-isolating pupils is provided on a weekly basis via the school website. All other approaches remain the same, with the exception of 1:1 contact via Microsoft Teams. Children with a EHCP or who are shielding will still receive the 1:1 contact if they are self-isolating.