

Remote Education at Paulton Infant School



DfE Guidance Summary Points

In developing their remote education, we expect schools to:

- 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
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
 - primary: 3 hours a day, on average, across the school cohort
 - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

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 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 page. *It is really important to be mindful that where individuals, bubbles or even the majority of the children are required to learn remotely, the staff will still be spending their day teaching vulnerable children and the children of key workers **in school** and may additionally be needed to provide remote learning from home. When communicating any concerns, please be mindful that staff will respond as soon as they are available to do so.*

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.

<p>What should my child expect from immediate remote education in the first day or two of pupils being sent home?</p>	<p>Remote education is in place to commence immediately as our planning is already uploaded onto our school website each week.</p> <p>A social story and expectations for learning and how to access this will be emailed to all families. This includes reminders for how to access the website page and how to communicate with staff:</p> <p>EYFS through Evidence Me KS1 through email addresses: Y1@paulton-inf.bathnes.sch.uk Y2@paulton-inf.bathnes.sch.uk</p>
<p>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?</p>	<p>Yes, see above.</p> <p>EYFS children have Continuous Provision as a large part of their planned day (suggested activities for this will be as part of the planning). Through play at home, children can continue to develop their physical, emotional, artistic and linguistic skills alongside the curriculum that has been planned.</p>

Remote teaching and study time each day

<p>How long can I expect work set by the school to take my child each day?</p>	<p>Our planning would enable your child to be engaged in learning for approximately 3 hours a day. This is not a solid 3 - hour block of time but will be made up of key taught lessons, some independent activities and opportunities for learning through play.</p> <p>We recognise families will need to set their own timetables for learning activities dependent upon their own work commitments. We strongly recommend parents/carers to watch the learning clips with their child to help them understand the activity that has been planned following this taught input.</p> <p>Phonics, reading and maths must take place every day within the 3 hours.</p>
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Accessing remote education

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

All children/ parents have access through the school website/email and Microsoft Teams communicate with their teacher and TA.
 Video clips can be viewed via phones, tablets or PCs.
 Any learning that is to be recorded can be done so in exercise books/paper. We strongly recommend parents/carers to watch the learning clips with their child to help them understand the activity that has been planned following this taught input.
 School are able to provide exercise books as needed.
 If you do not have access to the internet, please let school know at your earliest convenience so we can support your child with alternative resources.

How will my child be taught remotely?

All new learning will be introduced through video clips and models rather than live teaching.
 Work is uploaded onto the website/via Microsoft Teams
 We will maintain dialogue with parents/carers on a weekly basis
 Twice a week small groups will be invited to join a Zoom/Microsoft Team





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 strongly recommend parents/carers to watch the learning clips with their child to help them understand the activity that has been planned following this taught input. We recognise that every home circumstance will be different and so through using the on-line planning and learning clips provided, families can plan their day to suit their individual circumstances. Daily Phonics, Reading and maths must be supported each day.
 We expect parents/carers to share evidence of their child's learning through Evidence Me for EYFS and through emails and Microsoft Teams for KS1 (More support for using Microsoft Teams will be shared once staff have had sufficient training to use this effectively)

It is important families understand that we expect to see evidence of the child's independent learning rather than a revised and perfected piece which does not allow us to assess and plan for the child's next steps.

To encourage children's resilience in learning, children must be able to accept they will make mistakes and this is a vital part of being a good learner. Please refer to the Learning Gems on our website.

Ruby  Ruby Power Being Kind... I can listen to others I can help a friend I can celebrate someone else's success I am positive about myself and others	Emerald  Emerald Power Having A Go... I know it's ok to make a mistake I can ask questions I can try something in a different way I can pick myself up and try again	Sapphire  Sapphire Power Staying Focused... I ignore distractions I keep trying to get better and better at learning I can try something in a different way I can focus on my learning	Pearl  Pearl Power Telling the truth... I answer questions truthfully I own up to choices I have made I own up to mistakes I have made I am honest
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	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Diamond </p> <p>Diamond Power</p> <p>Solving a problem...</p> <ul style="list-style-type: none"> I can plan my learning I can find the need to help me I can say what I have things I found out I am independent </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Amethyst </p> <p>Amethyst Power</p> <p>Working with my partner...</p> <ul style="list-style-type: none"> I take turns with a partner I share with a partner I listen to someone else's idea I respect other people's thoughts </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Topaz </p> <p>Topaz Power</p> <p>Reflecting and working with my group...</p> <ul style="list-style-type: none"> I know what I am good at I can share my ideas in a group I can wait for my turn I like a challenge; I do something differently </div> </div> <p>If your child is really struggling to access learning, please inform your child's teacher straightaway so they can talk with and support your child's confidence to have a go. If necessary the School SENCO can support with how best to manage your child's learning needs.</p>
<p>How will you check whether my child is engaging with their work and how will I be informed if there are concerns?</p> <p>How will you assess my child's work and progress?</p>	<p>Evidence of EYFS children's learning can be photographed and uploaded via Evidence Me.</p> <p>Evidence of children's learning can be sent via email and uploaded via Microsoft Teams for KS1</p> <p>Staff will gauge progress through the curriculum, using question and other suitable tasks</p> <p>The Bubble Team will check recorded work three times a week.</p> <p>Twice a week small groups will be invited to join a Zoom/Microsoft Team.</p> <p>We have channels for dialogue with parents/carers as needed (School Comms, emails, Evidence Me, phone calls)</p>
<p>Additional support for pupils with particular needs</p>	
<p>How will you work with me to help my child who needs additional support from adults at home to access remote education?</p>	<p>Depending upon individual needs the class teacher will liaise with the SENCO to offer scaffolded support for your child to access learning.</p> <p>SENCO will support families of children with EHCPs</p> <p>Additional support will be offered where professionals have identified a specific need.</p>
<p>Remote education for self-isolating pupils</p>	<p>If a child is ill, they will not be required to carry out learning.</p> <p>If a child is well, but isolating, all plans are available on the website.</p>
<p>If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?</p>	<p>There will be fewer video learning clips to access but the content and sequence will be the same.</p> <p>Parents/carers are still expected to send recorded learning to the class teacher via Evidence Me for EYFS or email for KS1.</p> <p>Staff will make regular contact as needed. Teachers will make telephone calls and School Comms contact if children are not engaging with learning. AS record of this will be kept at the school office.</p>