

Raeburn Primary School



Remote Education Provision

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.

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?

Google Classrooms has work assigned and is available immediately for Day 1 of isolation. This will differ from what is being taught in the classroom. From Day 2 work will be assigned that is the same as being taught in the classroom.

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, (science, PE, music, art and drama, where equipment or interaction with other is required.)

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:

F2	3 hours of learning. We appreciate that online learning for this period may be exhaustive for children of this age, so there will be a mix of online tasks, live teaching,
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	recorded teaching and off line tasks set.
KS1 Year 1 and Year 2	3 hours of learning. We appreciate that online learning for this period may be exhaustive for children of this age, so there will be a mix of online tasks, live teaching, recorded teaching and off line tasks set.
KS2 Year 3, Year 4, Year 5 and Year 6	4 hours of learning.

Accessing remote education

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

F2:Tapestry will be the main platform for sharing learning between home and school. Google Meets will be used for the live face to face sessions between staff and children.

Year 1- Year 6:Google Classrooms is our online learning platform

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

Raeburn Primary has a limited number of devices that can be loaned to families. In assessing the need, disadvantaged and vulnerable children will take priority. Then families with limited amount of devices and where there are numerous siblings accessing the same device. Parents should complete the school request form to be considered for a device.

A device loan agreement must be completed if a device is available for loan to a family.

If there is no access to internet in the home families can collect work packs each Monday from the school office, these should be returned each week so teacher assessment can be made on children's work. These should only be used as a last resort as they limit the access to 'real teaching' and live feedback. Agreement will be required between Raeburn Primary School and the family to facilitate these packs.

How will my child be taught remotely?

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

live teaching (online lessons)

recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths lessons, Recorded RWI phonics lessons)

EPIC reading books available during school hours

Oxford Owl reading books

Teach Active- Maths and English

Other sites using live/recorded session such as Joe Wicks, Charanga, Draw with Rob will be used to deliver a broad and balanced curriculum

long-term project work and/or internet research activities may sometimes be assigned, although this will be aimed more at Upper Key Stage 2 children

	<p>Face to face (via google meets/ classrooms) or pre-recorded time</p> <p>No one to one meetings with children will take place, in the event that only one child attends a session, the</p>	<p>On-line learning – 3 hours of learning tasks will be provided per day in F2 and KS1. 4 hours of learning tasks will be provided per day in KS2. These can be extended by following the further links sent, if required.</p>
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	<p>session would be postponed.</p>	
F2	<p>At the beginning of each week face to face session times will be announced to the class on Tapestry so the slot can be booked into your diary.</p> <p>One whole class face to face session per week- this may be a story time or teacher led session on a theme</p> <p>One small group session per week with a teacher or TA – these may have a phonics, reading or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to tapestry to instruct on maths, phonics, writing or reading at a minimum of 2 per week.</p>	<p>A daily maths task- uploaded to Tapestry, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. Children’s work should be evidenced on Tapestry so staff can support learning, instruction will be given on how to do this eg photograph, short video or comments from parents</p> <p>Daily RWI sessions- Links to appropriate colour RWI sessions will be provided on Tapestry.</p> <p>English tasks- In addition to daily RWI 3 English tasks will be set during the week, these may involve reading or writing.</p> <p>Topic Task(s)- will be uploaded to Tapestry for children to complete and hand in virtually. These will be lessons based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p>
Y1	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week- this may be a story time or teacher led session on a theme</p> <p>One small group session per week with a teacher or TA – these may have a phonics, reading or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, phonics, writing or reading at a minimum of 2 per week.</p>	<p>Daily Maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>Daily RWI sessions- Links to appropriate colour RWI sessions will be provided on Google Classrooms.</p> <p>English tasks- In addition to daily RWI 3 English tasks will be set during the week, these may involve reading or writing. These will be uploaded onto Google Classrooms and work will be uploaded where appropriate for marking.</p> <p>A daily topic task- will be uploaded to Google Classrooms for children to complete and hand in virtually. These lessons will be based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p>

<p>Y2</p>	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week- this may be a story time or teacher led session on a theme</p> <p>One small group session per week with a teacher or TA – these may have a phonics, reading or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, phonics, writing or reading at a minimum of 2 per week.</p>	<p>Daily Maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>Daily RWI sessions- Links to appropriate colour RWI sessions will be provided on Google Classrooms.</p> <p>English tasks- In addition to daily RWI 3 English tasks will be set during the week, these may involve reading or writing. These will be uploaded onto Google Classrooms and work will be uploaded where appropriate for marking.</p> <p>A daily topic task- will be uploaded to Google Classrooms for children to complete and hand in virtually. These lessons will be based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p>
<p>Y3</p>	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week. This may be a more general class check in, a story or a theme led session based on the topic that the class is covering.</p> <p>One small group session per week with a teacher or TA – these may have a phonics, reading or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, phonics, writing or reading at a minimum of 2 per week.</p>	<p>A daily maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>A daily English task- uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These will include a mix of spelling, grammar, writing and reading tasks. These will be handed in on Google classroom for marking, for longer writing tasks photographs of writing may be asked for so teachers can give feedback and next steps.</p> <p>A daily topic task- will be uploaded to Google Classroom for children to complete and hand in virtually. These will be lessons based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p>

		<p>A further task – this will be chosen from across the curriculum it will have a range of foci over the week. There may be daily, or project tasks chosen.</p>
Y4	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week. This may be a more general class check in, a story or a theme led session based on the topic that the class is covering.</p> <p>One small group session per week with a teacher or TA – these may have a reading, writing or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, writing or reading at a minimum of 2 per week.</p>	<p>A daily maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>A daily English task- uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These will include a mix of spelling, grammar, writing and reading tasks. These will be handed in on Google classroom for marking, for longer writing tasks photographs of writing may be asked for so teachers can give feedback and next steps.</p> <p>A daily topic task- will be uploaded to Google Classroom for children to complete and hand in virtually. These will be lessons based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p> <p>A further task – this will be chosen from across the curriculum it will have a range of foci over the week. There may be daily, or project tasks chosen.</p>
Y5	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week. This may be a more general class check in, a story or a theme led session based on the topic that the class is covering.</p> <p>One small group session per week with a teacher or TA – these may have a reading, writing or maths focus. These will be aimed at a level appropriate for your child.</p>	<p>A daily maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>A daily English task- uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These will include a mix of spelling, grammar, writing and reading tasks. These will be handed in on Google classroom for marking, for longer writing tasks photographs of writing may be asked for so teachers can give feedback and next steps.</p> <p>A daily topic task- will be uploaded to Google Classroom for children to complete and hand in virtually. These will be lessons based on those that</p>

	<p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, writing or reading at a minimum of 2 per week.</p>	<p>your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p> <p>A further task – this will be chosen from across the curriculum it will have a range of foci over the week. There may be daily, or project tasks chosen.</p>
Y6	<p>At the beginning of each week face to face session times will be announced to the class on Google Classrooms so the slot can be booked into your diary.</p> <p>One whole class face to face session per week. This may be a more general class check in, a story or a theme led session based on the topic that the class is covering.</p> <p>One small group session per week with a teacher or TA – these may have a reading, writing or maths focus. These will be aimed at a level appropriate for your child.</p> <p>Sessions pre-recorded by a school teacher or TA will be uploaded to Google Classrooms in the planning to instruct on maths, writing or reading at a minimum of 2 per week.</p>	<p>A daily maths lessons- uploaded to Google Classroom, following on/ mirroring the maths that would be covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will be handed in on Google classroom for marking.</p> <p>A daily English task- uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These will include a mix of spelling, grammar, writing and reading tasks. These will be handed in on Google classroom for marking, for longer writing tasks photographs of writing may be asked for so teachers can give feedback and next steps.</p> <p>A daily topic task- will be uploaded to Google Classroom for children to complete and hand in virtually. These will be lessons based on those that your child would have had in school this term which can be most easily adapted to remote learning. A range of different curriculum areas will be covered.</p> <p>A further task – this will be chosen from across the curriculum it will have a range of foci over the week. There may be daily, or project tasks chosen.</p>

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?

In this section, please set out briefly:

We expect parents to support children by setting up devices

We expect parents to monitor the work children are doing

We expect parents to encourage children to attend live sessions on time

We expect parents to support children to establish good work routines so their learning can continue through the remote platform

We expect parents to inform us if they need support

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

In this section, please set out briefly:

Teachers will check pupils' engagement with remote education on a daily basis, over a week if there is no engagement this will be reported to SLT who will then contact the family.

Telephone calls will be made if there is no engagement with remote education each 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 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:

In this section, please set out briefly:

All work will be reviewed by the teacher

Teachers may provide class comments on work rather than individual feedback

Score marking systems may be used 100/100 or 75/100 will mean children are accessing work well and there are no concerns, 50/100 or below will mean there are concerns and these may be addressed by individual comments or by adjusting the teaching for the next lesson or small group live work

the methods you will use to assess and feed back on pupils' work

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:

In this section, please set out briefly:

We will look at the needs of each child with SEND on an individual basis and make reasonable adjustments accordingly. See page 12 for our SEND provision in the event of a 'bubble' closure.

For children in F2, Y1 and Y2 our learning offer will ensure that tasks are manageable and that within the 3 hours tasks are not all assigned to the computer, for example children may complete a maths hunt for a specific number then photograph the things they have collected.

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?

Circumstance	Remote Learning
My child (and their siblings, if they attend Raeburn Primary) is absent because they	<ul style="list-style-type: none">● Maths lessons- uploaded to Google Classroom, following on/ mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/ worksheets used in the classroom. These will either be handed in

<p>are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<p>on Google classroom for marking or returned to school with your child.</p> <ul style="list-style-type: none"> ● English tasks for KS2- uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. These will either be handed in on Google classroom for marking or returned to school with your child. ● RWI sessions/ tasks for KS1- Links to appropriate colour RWI sessions will be provided on Google Classroom. ● Topic Task(s)- These will follow the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom along with resources/worksheets. If the lessons being taught in class are not able to be delivered remotely (eg if it requires additional resources such as art- clay pastels or geography map etc) then alternative 'topic' learning will be set on Google Classroom which may make use of the Governments 'Oak Academy' lessons.
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SEND Provision in the event of 'bubble' closures

Wave 1 provision (all children)	<ul style="list-style-type: none"> *All children have access to QFT via Google classroom/Tapestry which is accessible and tailored to needs *All children will have virtual contact from a member of staff (class teacher in most instances)
Wave 2 provision (some children/ groups of children)	<ul style="list-style-type: none"> *Differentiated tasks e.g. RWI/reading/maths/spelling tasks tailored towards a specific group *Some children with Support Plans will be suitably supported working towards targets as part of differentiated/bespoke work but this will be reviewed by class teachers *All families of children with SEND will receive a phone call from a member of staff at the beginning of closure and the end to discuss children's abilities to access work and what can be put in place to support if required
Wave 3 provision (individual basis)	<ul style="list-style-type: none"> *For children with Support Plans, targeted and individual work to be given so children are still working towards their targets – either on Google Classroom or as virtual sessions *Access to Literacy support from SW (if usually supported) *Access to personalised SEMH work set by TW (if usually supported) *For children with EHCPS or PFAs, daily virtual sessions from a member of staff working on specific targets. These can be 1:1 (sessions will be recorded with parent/carer and child's permission) or can be group sessions dependent on targets. *Dependent on the child/circumstances, regular or several additional phone calls to 'check in'

Staff and parents/carers to contact the SENDCO should they require further support with online learning for SEND children.
We will endeavour to ensure that we still provide an engaging and enriched curriculum for our SEND children that they can **access** at home.

Remote Education Provision

Device Request Form

Name of child(ren).....

Year group(s).....

Have you registered and is your child(ren) eligible for Free School Meals (not Universal Infant Free School Meals)?

Please circle:

Yes

No

Please identify the quantity of each device you have in your household:

Smart phone

Tablet

Laptop.....

Playstation.....

Xbox.....

How many primary age children are in your household?

How many secondary age children are in your household?.....

Have any other children in your household been provided with devices from other settings?

Yes

No

If yes, how many?.....

