PATHFINDER SCHOOLS
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Rothwell Schools

This document is for pupils, parents or carers. Its purpose is to share information about how we will provide remote education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

Remote Learning Information for Parents

Rothwell Schools

Pathfinder Schools

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?

If Rothwell Schools has to close to all but vulnerable and critical worker children then pupils will have their learning log book at home already. They will receive a physical copy of the Homework Learning Grid prior to work being uploaded to Teams.

Children will have immediate opportunity to continue their learning. Physical resources such as English books, maths books and stationary will be available in the Bee Hive learning resource banks located at each school.

The homework learning grid provides a series of English, Maths and Topic activities that the child can undertake to practise and embed prior learning in a new context. The homework learning grid will be produced each half term in line with our usual homework approach.

The children will also be able to access their usual websites for IXL (yr 3-6), SPaG.com (yr 6 only), Numbots (yr R –2), Spelling Shed, TT Rockstars, Evidence Me (EYFS) and Collins eBook library for their reading books.

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?

- Teachers will set appropriate work in-line with our current curriculum

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, if we need to make some adaptations in some subjects they will be as similar as possible to the remote offer.

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:

Primary school-aged pupils	Minimum is 3 hours for KS1 children
Consider breaking this information down by key stage or year group if applicable)	Minimum is 4 hours for KS2 children

Accessing remote education

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

Rothwell Schools have created their online classroom in Microsoft Teams, which provides a secure learning environment for our pupils.

In preparation for home-learning, parents and children will receive logins and passwords for MS Teams and other learning platforms being used by the schools.

This can be accessed on any device with a web browser.

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.

Following our parent surveys June and September 2020, we are aware of those who have limited or no access to broadband and/or devices. In light of this the following will happen;

1. Parents to be made aware that Teams is accessible on PlayStation, X-Box and Smart TV's.
2. 2 x 30gb SIM cards will be distributed to all families who are identified as having limited or no access to broadband.
3. The school will apply to the DfE for digital devices for all KS2 disadvantaged pupils as set out in the DfE guidance.
4. Parents of children eligible for a device will be notified via an email/text a time to collect that device from the Junior School. As a school, for those unable to collect, we will deliver.
5. MS Teams help sheet to be printed and given to parents when they receive their device.
6. Children requiring additional IT equipment i.e. dongles etc. will be identified and notified once they can come and collect from school.
7. For parents that are not allowing their children to engage in the remote learning a conversation regarding resources will happen. Where possible we want children to be able to access the remote learning.
8. Support to get on line and use MS Teams will be shared with parents through newsletters, conversations with admin staff. Parents can email the relevant school rvis.parents@rothwellschools.org.uk or rjs.parents@rothwellschools.org.uk for support.
9. If children are not working online, they can submit their completed work by taking a photo of it and sending it to the relevant school via email: rvis.parents@rothwellschools.org.uk or rjs.parents@rothwellschools.org.uk. The emails will then be forwarded to the class teacher and feedback will be sent back to the child via email.
10. Stationary and English and Maths books will be made available from the Bee Hives located at both schools.
11. Newsletter containing useful links to help parents access Teams.

How will my child be taught remotely?

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

For pupils in Years 1 -6:

- Teachers will post a morning message on the class message board to explain the structure of activities for a particular day.
- All class teachers will offer a daily 30-minute introduction to explain the learning, deliver phonics (YR-Y3), class storytime, celebrate successes and deliver any aspects of wellbeing support. These are recorded and can then be accessed later by pupils.
- In a Friday 30-minute session a timetable will be shared with the pupils for the next weeks sessions. This timetable will then be uploaded to the class channel.
- The children will have the opportunity to access the class message board and ask for support if needed under the assignment posts. Teachers will be available for 2 x 30 minutes sessions a day to answer queries on the message board making this clear to parents.
- Children will return work via Microsoft Teams and Teachers will provide periodic feedback in line with Pathfinder Blended Learning Guidance. Children can choose to undertake their work offload and upload a photograph of their work completed.
- Reading books will be made available through the Collins Big Cat eBook Library. Each class teacher will upload books to your child's bookshelf that they can then access using their log in and password.
- An opportunity will be provided for each year group to join a virtual celebration assembly with a senior leader during the end of the week.
- English and maths books as well as stationary will be available from the Bee Hives, these will be restocked as and when required.
- Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.
- Phonics lessons in the EYFs and KS1 will be recorded by the teachers and shared through Teams for KS1 and links emailed to parents for EYFS.
- White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.
- TT Rockstars, Spelling Shed, IXL (years 3-6), Spag.com (year 6 only), Numbots (years R –2), Evidence Me (EYFS) and Phonics Play will all be utilised to support the acquisition and retention of basic core skills.
- MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher at times. through live video.

For pupils in Reception and Nursery:

- Weekly home learning activities linked to the EYFS curriculum will be created and emailed home to parents on a weekly basis. Alongside this parents can practise daily reading, phonics with their letter sounds pack and regular counting with objects at home.

- Evidence of completed outcomes can be uploaded as an observation using the normal Evidence Me App and website that they parents are familiar with using. The parents can add a comment or question to the work that the teacher is able to reply to.

- EYFS Teachers and Teaching Assistants will offer a daily class catch up session for up to 30 minutes to include a class story time, phonic sound recap, celebrate successes and deliver any aspects of wellbeing support needed.

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?

For pupils in Years 1 -6:

- A daily online pre-prepared English, Maths and Topic activity will be uploaded at 5pm the day before, for parents to access prior if they chose to do so. The lessons are completed alongside their daily reading, spellings and times table practice.
- Pupils will be expected to log on to Microsoft Teams to access this learning. They should complete all tasks that have been set for the day.
- It is important that your child maintains as normal as possible a school day routine to help keep everyone on track. We appreciate that every household looks different at the moment but the learning is not live in order to make it flexible for families to access.
- Daily briefings are recorded so that if pupils are unable to access at the time they are delivered live they can watch them later on at a time that fits in with the household. Especially if siblings are having to share devices.
- Make sure that they have all of the equipment they need to start their learning and that their device is connected to the wifi.
- Try and make sure they have a quiet place to complete their work. We know this is not always easy in a busy home.
- Help your child to log in and support them in accessing the learning, if they need your help.
- Don't feel that you have to teach your child, but do try to help them understand the content. The schools maths calculation policy will be available in your child's class channel in the maths section. This explains how we teach the different skills.
- Make sure you check in with them regularly and ensure they take breaks.
- Check that they have completed their work for the day and it has been uploaded in Teams, or emailed to school.
- Pupils need to read feedback given and act upon that feedback as and when required.
- If present, parents should be a quiet observer during live sessions.

For pupils in Reception and Nursery:

- Evidence of completed outcomes to be uploaded as an observation using the normal Evidence Me App and parents to add a comment or question to the work that the teacher is able to reply to.

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

- If there is no evidence of engagement then, in the first instance, a text will be sent to all parents whose children are not engaging with the online learning asking them to email the schools in order to ascertain if it any obstacles that we can support with and be able to help with suggestions. The email will be forwarded to the class teacher who will contact parents to discuss obstacles and supports.

- If, after the text, there are still no levels of engagement a few days later, then the class teacher will ring parents to have a follow up conversation in order to offer support.

- If there continues to be no interaction with MS Teams then a member of the senior leadership team will make contact via a phone call to support initially and reiterate the expectations around online learning.

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:

- The children will have the opportunity to access the class message board and ask for support if needed under the assignment posts. Teachers will be available for 2 x 30 minutes sessions a day to answer queries on the message board making this clear to parents.

- Teachers will access completed work that has been submitted through MS Teams and emails and will mark it if and when required.

- Pupils will receive feedback on work submitted as required to help support their learning. It will identify ideas of how to improve and pupils can then go back and edit work to show understanding.

- Feedback maybe given in different ways and at an age appropriate level, e.g. a written comment on their completed work, a score from a quiz, a smiley face.

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:

- We will provide differentiated work for children with IEPs and EHCPs through Teams or printed packs of work.

- We will encourage children to submit their work or photographs of their work through Teams to enable us to give feedback.

- We will have weekly contact with families with children with an EHCP to support them with any difficulties that may arise.

- Where children have support through agencies such as the Educational Psychologist, Speech and Language Therapy or the Teacher of the Deaf we will arrange for this support to be given remotely via Teams or Zoom.

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?

- Teachers will weekly in PPA create their usual plans and resources for learning that is taking place within the classroom. Alongside this they will work as a team to map online resources that mirror the learning that is taking place in class. These will be uploaded to the assignment section of Teams and scheduled in advance to mirror the structure of the school week.
- The school office will notify teachers of children who are isolating so they can monitor access to the blended learning resources. The school office will text parents a reminder text about where to access the blended learning offer.
- Pupils will have opportunity to undertake a Daily Online Pre-prepared English/Phonics, Maths and Topic activity alongside their daily reading, spellings and times table practice so will be expected to log on to Microsoft Teams to access this learning.
- Children will return work via Microsoft Teams and Teachers will provide periodic feedback in line with Pathfinder Blended Learning Guidance. Children can choose to undertake their work offline and upload a photograph of their work completed.
- The children will have the opportunity to access the class message board and ask for support if needed under the assignment posts. The teacher will reply where possible at some point during the day.