



## Remote education provision: information for parents

The primary schools of Pontefract Academies Trust have collaboratively developed weekly timetables with resources and live lessons that engage and inspire learners of all abilities and age ranges. Both formal and informal feedback from parents/carers during the Autumn and Spring terms has been extremely positive and recognise the hard work and dedication that our staff have exhibited to ensure the children are happy, safe and making the progress that they are capable of. The remote timetable, and work set, is aligned, as much as possible, to the curriculum that is being taught in school. This ensures that all of our children have access to a broad and rich subject offer.

We have designed our remote curriculum offer carefully to meet the needs of our families, taking into consideration the challenges parents may face in supporting their children's learning whilst managing their own commitments. We feel that the blend of high-quality live lessons, engaging timetable, regular communication with home and additional support for those pupils that require it have ensured that our pupils have thrived as best they can during these unprecedented times.

### The remote curriculum: what is taught to pupils at home

#### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All families will be sent a resource pack, a weekly timetable and links to access live learning sessions by their classroom teacher or a staff member from within the school. This will be done via Class DoJo and Parent mail.

This is supplemented by the provision of devices (laptop or iPad), paper copies of work packs and classroom resources where required.

#### 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. However, as you would expect there will be some adaptations to the teaching of practical subjects. In art for example, pupils will carry out the non-practical element of the lesson at home and only where reasonably possible the practical elements.

Themed days and national awareness days are still incorporated into the remote learning offer, such as World Book Day, Black Lives Matter initiatives, anti-bullying week, or Children's mental health week. This is to ensure that pupils still have the opportunity to learn and become immersed in curriculum themes.



## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

Each week, parents receive a link via to the learning schedule planned for the following week. This provides an overview of the lessons taking place for each subject, direction of the resources required for the lesson and any additional learning resources. These resources are also printed out in school and made available for collection for parents who do not have access to print out their own resources. In our appendices at the end of this document is an example of the weekly timetable and timings of a normal school day. Please view Appendix 1,2 and 3.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<b>EYFS</b>	2 hours with additional 'non-compulsory curriculum activities.
<b>Key Stage 1</b>	3 hours with additional 'non-compulsory curriculum activities.
<b>Key Stage 2</b>	3 hours with additional 'non-compulsory curriculum activities.

## Accessing remote education

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

Children access the remote learning sessions via Microsoft Teams. The lesson links are distributed securely via email to parents and carers.

Children submit work to be assessed by the teaching staff via Class Dojo (KS1 and KS2) and Tapestry (EYFS). This platform enables teachers to share feedback and provide individual feedback to pupils. All parents have been supported in the set up of Class Dojo on their mobile devices.



## **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:

Parents who have informed the school that they do not have an adequate device to access the online platform have been issued with a device to use throughout periods of school closure/when a child is isolating. The school have robust tracking systems to monitor engagement of online learning and a support network to help families engage with home learning. Where schools identify pupils, who are not engaging in these sessions sufficiently, swift communication and intervention occurs to remove barriers and alleviate issues.

Where parents have stated that they have no internet connection they have been issued with routers/internet dongles. Alternatively, where an internet connection cannot be established, vulnerable children and children of key workers will be offered a school place in times of lockdown. If a child is isolating and issues persist home learning packs will be provided, and home visits will be instigated. Regular communication with classroom teachers is the norm for isolating pupils.

Where pupils have no access to a printer, printed materials have been made available for collection or posted to households so that children can access learning resources. Arrangements for collection of completed work can be made with school leaders.

## **How will my child be taught remotely?**

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

- live teaching (online lessons via Microsoft Teams)
- recorded teaching
- provision of a full weekly timetable with subject resources
- provision of textbooks, reading books and school resources
- Links to additional resources applicable to our curriculum
- Feedback from class teachers following work submission
- The availability of teachers daily for conversations about learning via Class Dojo



## 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?

Our expectations are as below:

It is expected that all pupils who are working remotely access the daily live lessons. If a pupil is absent from the live lessons, a phone call will be made from their teacher to establish the reason for absence. If communication cannot be made with the pupil/family, the school Safeguarding and Senior Leadership Team continue to make contact via telephone and where necessary home visits.

Parents are expected to support the school by ensuring their child attends their lessons and that completed work is submitted via Class Dojo/Tapestry for marking/feedback. Parents who do not access these platforms can bring completed work into school.

Through weekly communication with class teachers and school leaders, any barriers to access the remote lessons are resolved so that pupils continue to maintain a high level of engagement.

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

- Pupils' engagement with remote education will be checked daily. A register is taken during each live lesson. Supportive phone calls will be made to families to address any issues with online attendance.
- The structure of online sessions allows teachers to make regular contact with parents/carers regarding any concerns. Feedback is regular and supportive to the individual child's needs.
- Where there are profound concerns senior leaders and/or school DSL's may become involved to ensure the welfare (academic and personal) of the child is being completely addressed and any issues resolved before involving additional external agencies.

## 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 quizzes marked automatically via digital platforms are also valid and effective methods of assessing short term progress. Our approach to feedback on pupil work is as follows:

- ClassDojo / Tapestry will be used as the platforms for parents/carers to upload work, teachers will then assess and feedback to pupils' through this system.
- Pupils will receive feedback on their work each day.
- Teachers keep a record of feedback and track progress weekly. This is supplied to the SLT of the school both daily and at the end of each school 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 those 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:

- Bespoke learning packs to deliver remote education for pupils with SEND are provided.
- Adaptations to timetables and the work submission for SEND children which provides additional bespoke learning opportunities for those children that require it.
- A differentiated wellbeing and support package from learning mentors and support staff will be included where applicable.
- More frequent communication from staff that would normally support the child in school.

## 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?**

Individual pupils self-isolating will continue to be taught a planned and well-sequenced curriculum remotely, with meaningful and ambitious work provided each day in their different subjects.








The remote offer for children self-isolating / shielding will be adjusted so they receive a combination of live lessons streamed directly from the classroom and personalised contact from staff to ensure all work set is being completed to the expected standard. Children isolating will still attend (virtually) their core lessons daily (3 hours). To reduce the impact of 'screen time' and 'visual fatigue' in younger children they will not be expected to participate in a full day's timetable. However, children isolating/shielding will be provided with the same work that their peers will be competing and will also be invited to participate in;

- Assemblies
- 1:1 intervention
- Whole class activities
- Wellbeing events
- Class activities that promote social interaction and deeper personal

## Appendix 1: EYFS Weekly Timetable



### Reception: Remote Learning Schedule

W/C	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics</b>  Can you read or write words with today's sound? Can you use some of your words to write a short sentence? 	<b>Lesson 1:</b> <b>The 'ay' sound</b> Set 2: speedy sound 'ay'. Use the picture card below and say: 'ay, may I play?' Can you think of other words with the ay sound? <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">ay</div>  may I play?	<b>Lesson 2:</b> <b>The 'ee' sound</b> Set 2: speedy sound 'ee'. Use the picture card below and say: 'ee – what can you see?' Can you think of other words with the ee sound? <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">ee</div>  what can you see?	<b>Lesson 3:</b> <b>The 'igh' sound</b> Set 2: speedy sound 'igh'. Use the picture card below and say: 'igh – fly high'. Can you think of other words with the 'igh' sound? <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">igh</div>  fly high	<b>Lesson 4:</b> <b>The 'ow' sound</b> Set 2: speedy sound 'ow'. Use the picture card below and say: 'ow – blow the snow'. Can you think of other words with the 'ow' sound? <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">ow</div>  blow the snow	<b>Lesson 5:</b> <b>The 'oo' sound</b> Set 2: speedy sound 'oo'. Use the picture card below and say: 'oo, poo at the zoo'. Can you think of other words with the oo sound? <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">oo</div>  poo at the zoo
Remember to read your reading book and practise the sounds every day. Don't forget your red words too; these are the words you can't sound out. <b>Continue to practise reading and spelling these words: the go put my I</b>					



<b>Maths</b> This week we will be learning about the numbers 9 and 10.  Each session includes a short video and task produced by the White Rose Maths Hub. You can access the link by clicking <a href="#">here</a> .  <b>After completing the activity for each day why not challenge yourself with the gold task!</b>	<b>Maths Session 1:</b> Represent 9 and 10.  <b>Watch video 1</b>	<b>Maths Session 2:</b> Sort pictures of 9 and 10.  <b>Watch video 2</b>	<b>Maths Session 3:</b> Order numerals to 10.  <b>Watch video 3</b>	<b>Maths Session 4:</b> Explore the composition of 9 and 10.  <b>Watch video 4</b>	<b>Maths Session 5:</b> Number bingo to 10.  <b>Watch video 5</b>
	Here are some stories that will support our Maths learning this week:  How do dinosaurs count to ten? <a href="https://www.youtube.com/watch?v=xSn4hYlI5cA">https://www.youtube.com/watch?v=xSn4hYlI5cA</a>  Ten black dots <a href="https://www.youtube.com/watch?v=uPJEqUB2Cx4">https://www.youtube.com/watch?v=uPJEqUB2Cx4</a>				



#### Creative ideas

This week we are reading the story 'The Little Red Hen' by Ronne Randall, to support our 'Living Things' theme.

Click [here](#) to watch a video.



There are 5 activities below for you to complete - one each day! These activities will support children's understanding of other key areas of the Early Years Curriculum.

We can't wait to see what you have been learning and making at home!



### Remember to share your learning on ClassDojo or Tapestry!



Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.



## Appendix 2: Key Stage 1 Weekly Timetable



### Year 2: Remote Learning Schedule

W/C	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Statistics	<b>Lesson 1:</b> <i>Interpret pictograms (2, 5 and 10)</i>  <i>Click on the link <a href="#">here</a>.</i>	<b>Lesson 2:</b> <i>Block diagrams</i>  <i>Click on the link <a href="#">here</a>.</i>	<b>Lesson 3:</b> <i>Consolidation of unit.</i>	<b>Lesson 4:</b> <i>End of Unit Test</i>	<b>Lesson 5:</b> <b>Weekly Arithmetic (6b)</b> <i>Challenge yourself with this week's arithmetic skills.</i>
	<i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>				
<div style="display: flex; justify-content: space-between;"> <p style="text-align: center;"><b>Remember to log in to <a href="#">TT Rockstars</a> each week to practise your times tables!</b> <i>Message your teacher on <a href="#">ClassDojo</a> if you've forgotten your login details.</i></p> </div>					
<div style="display: flex; justify-content: space-between;"> <p style="text-align: center;"><b>Remember to share your learning on ClassDojo!</b> <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></p> </div>					
<b>English</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Narrative – Mrs Armitage on Wheels	<b>Lesson 1: Comprehension</b>  <i>Read the information about bikes and answer the questions.</i>	<b>Lesson 2: SPaG</b>  <i>Using apostrophes for possession.</i>  <i>Click on the link <a href="#">here</a>.</i>	<b>Lesson 3: Story map</b>  <i>Listen to the story of Mrs Armitage on Wheels <a href="#">here</a>.</i>  <i>Use the pictures to create a story map of the story.</i>	<b>Lesson 4: Sequence events</b>  <i>Write a list of the problems Mrs Armitage encounters on her bike.</i>	<b>Lesson 5: Retell part of the story</b>  <i>Retell your favourite part of the story.</i>
	<i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i>				
<b>This week's spellings are: knee, know, knot, knife, knitting</b> ( <i>/n/</i> sound spelt 'kn' at the beginning of words).					
<b>Reading for Pleasure</b> is such an important part of our curriculum and you should be reading every day. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.					
<b>Reading for Productivity</b> is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			<b>Mon:</b> RE	<b>Tues:</b> Computing	<b>Wed:</b> Music
<b>Extended Curricular Learning</b> provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!			<b>Thurs:</b> Science	<b>Fri:</b> DT	



## Appendix 3: Key Stage 2 Weekly Timetable



### Year 6: Remote Learning Schedule

W/C	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Algebra	<b>Lesson 1:</b> <i>Using simple formulae</i>  Click on the link <a href="#">here</a> .	<b>Lesson 2:</b> <i>Forming equations</i>  Click on the link <a href="#">here</a> .	<b>Lesson 3:</b> <i>Solving simple one-step equations</i>  Click on the link <a href="#">here</a> .	<b>Lesson 4:</b> <i>Solving two-step equations</i>  Click on the link <a href="#">here</a> .	<b>Lesson 5:</b> Arithmetic Skills Challenge yourself with our weekly number skills check.
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!				
<div style="display: flex; justify-content: space-between; align-items: center;"> <p style="text-align: center;">Remember to log in to <a href="#">TT Rockstars</a> each week to practise your times tables! Message your teacher on <a href="#">ClassDojo</a> if you've forgotten your login details.</p> </div>					
<div style="display: flex; justify-content: space-between; align-items: center;"> <p style="text-align: center;"><b>Remember to share your learning on ClassDojo!</b> Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p> </div>					
<b>English</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Narrative	<b>Lesson 1:</b> <i>Reading Comprehension:</i> 'Friend or Foe' by Michael Morpurgo	<b>Lesson 2:</b> <i>Grammar:</i> To use a range of clause structures.	<b>Lesson 3:</b> To identify historical facts within a narrative	<b>Lesson 4:</b> To plan a narrative using historically accurate facts	<b>Lesson 5:</b> To draft the opening of my narrative
	The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!				
<b>This week's spellings are:</b> curiosity, definite, desperate, determined, disastrous <b>(Remember to test yourself on Friday!)</b>					
<b>Reading for Pleasure</b> is such an important part of our curriculum – follow the link <a href="#">here</a> to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.					
<b>Reading for Productivity</b> is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			<b>Mon:</b> Geography	<b>Tues:</b> R.E	<b>Wed:</b> D.T
<b>Extended Curricular Learning</b> provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!				<b>Thurs:</b> Science	<b>Fri:</b> Computing
<b>Fairtrade fortnight</b> - Fairtrade fortnight starts on Monday. Go to the last page to find out more!					