

Remote Education Provision at Stanford Infant School



Information for Stanford Infant Families

This information is intended to provide clarity and transparency to our families about what to expect from remote education due to a national lockdown, or if local restrictions require entire cohorts (or bubbles) to remain at home. It will be updated to reflect the current situation; therefore, at the current time we are in a national lockdown, where most children are accessing remote education.

For details of what to expect where individual children are self-isolating, please see our Contingency Plan and Children Remote Learning Policy, which should also be read in conjunction with this publication.

The remote curriculum: what is taught to children at home

Our remote education is aligned to the classroom curriculum. However, we have made the decision to delay our Learning Journey for Spring 1, so that the children can experience these together when we all are able to return to school. Therefore, we have considered which are the most important knowledge or concepts the children need to develop at this current time and considered carefully how this can be delivered remotely. Each activity or lesson has been carefully sequenced to ensure that children obtain the building blocks they need to move onto the next step. Year Groups have planned activities that should be familiar to the children, so they can apply their learning at home. We expect the children to be able to use their working memories to retrieve the knowledge and skills they were developing before the school closed to them. Our engaging curriculum should ensure that children know more and remember more.

Our curriculum is based on the fundamental principle that children learn best through meaningful play, as this enriches learning and develops key skills. We know that children learn best when they are provided with opportunities to explore and learn through a range of activities, which are fun and enjoyable to do, and are provided in a risk-free environment, where mistakes are valued and celebrated.

Meaningful play is far more powerful to children and is something we place great importance on at school. We love to see how creative they can be, as they use their imaginations to find out about the world around them. We appreciate this is different at home, as currently they are not interacting with their peers.

To validate this further, as an adult, Albert Einstein remembered a pivotal event in his life that *inspired* his interest in scientific discovery. He was four or five years old and stuck in bed with a childhood illness when his father handed him a magnetic pocket compass to play with. He spent hours twisting the compass, wondering how the needle always knew to point towards the north. The book *Internet Invention: From Literacy to Electracy* quotes Albert Einstein saying, "I can still remember that this experience made a deep and lasting impression on me. Something deeply hidden had to be behind things."

Therefore, play is what pulls together the logical and creative parts of the brain. Children are practising what they are learning all of the time.

We are creative, and will continue to adapt to this ever-changing landscape.

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

The remote education provided should be equivalent to approx. 3 hours a day for children in Key Stage 1 (Years 1 and 2). However, less for our younger children.

The school day is broken up into bite-sized chunks, and we would not expect an Infant School child to sit and listen for any longer than the equivalent of double their age, for example, a Reception child who is 5 years old has an attention span of 10 minutes!

We know that some children may be able to sit for longer periods and will like to get on independently, whilst others will need a high level of adult support and attention. You know your child best, and therefore, we are planning a range of activities to try to capture the interests of all the children.

Our remote education offer includes the following:

- ✓ Daily Zoom or Google Meet check-ins & fun activities
- ✓ Daily Reading
- ✓ Pre-Recorded Activities (short presentation or modelling new content) for the children, e.g. Phonics or Maths
- ✓ Follow-up Activities – to the pre-recorded videos, where appropriate
- ✓ Independent Activities - for a range of curriculum areas
- ✓ Physical Activities – all families have been provided with a log in to our realPE platform, which which supports families to

be active, play and learn together. Other suggestions of websites: GoNoodle/Cosmic Kids/Joe Wicks

- ✓ Online Assemblies – there will be three a week, as follows:
Tuesday AM - Miss Denyer's Assembly of the Week
Thursday AM - Singing Assembly
Friday - Miss Denyer's Celebration of Learning Assembly
- ✓ Online Stories – there will be a story read by a member of staff
Monday to Friday
- ✓ Signposting to Quality Educational Websites

We will not be providing any 'live' lessons. Firstly, we would not expect the children to be passive participants in school, and it is not appropriate to deliver learning in this way with Infant School aged children, as we cannot be flexible and offer support and guidance to individuals.

Teachers are not in control of your home learning environments, and we know that everyone's circumstances are different. We want to manage our remote classrooms in the same way we do in school, whereby all children are given the opportunity to flourish in a way that suits them, not always by being the quickest, loudest, smartest, and especially online!

We need to ensure that our remote learning is accessible to all children and will ensure there is a balance of digital and non-digital resources. We pride ourselves in identifying and overcoming barriers to learning that some children and their families may face, including those with less financial resources. We are committed to ensure that all our children have equal access to our high-quality curriculum and therefore will focus our energies on creating a curriculum that can be delivered at home, where families can explore the learning areas that suit their child and their individual circumstances.

If you find that your child completes all the learning, please let us know, and we can offer additional challenges. We do not want to overwhelm families, but can respond to individuals as appropriate.

Accessing Remote Education

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

We are using Google Classroom as our remote learning digital platform. Teachers will upload the weekly plans on the Friday before the following

week, to give families a chance to look at them, if they wish. Resources may follow for specific days, especially recorded content.

What you can expect:

- A walkthrough of the planning from the teachers – what to expect during the week.
- A copy of the plan.
- Pre-recorded videos, e.g. for Phonics and Maths, where appropriate.
- Commercially produced videos where appropriate, e.g. YouTube, Oak National Academy, BBC Bitesize.
- Activity Sheets, where appropriate.
- Free access to Remote Learning Websites, e.g. Phonics Play and Numbots – more information to follow on Google Classroom.

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 children may not have suitable online access at home. Unfortunately, we are not eligible for the Government's Get Help with Technology Scheme; however, we have registered for the BBC 'give a laptop' scheme.

We are happy to provide printed packs of the remote learning plan, alongside associated and appropriate resources. We will also discuss with the individual family how we can support their child during this time.

How will my child be taught remotely?

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

- Daily Zooms – to provide class connection.
- Pre-recorded video lessons, including those recorded by teachers, Oak National Academy Lessons, BBC Bitesize, etc.
- Resource sheets, where appropriate, provided by teachers.
- Printed copies of resources, where requested.
- Commercially available websites supporting the teaching of specific subjects or areas. A range of these can be found on our website under ***School Life/Day to Day/Remote Learning Links***.

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?

Due to the age of the children, we know that many of them will require a high level of adult support to access remote education. Therefore, we have tried to plan a range of activities, to enable each child to access remote education according to their developmental stage.

We know that each family circumstance is different and it may not be possible for you to support your child with all the learning activities each day, hence, why we are providing a weekly plan, so you can decide what is right for your individual circumstances, and when. We do not want to put anyone under any undue pressure.

However, we would suggest that all children aim to complete the following activities each week:

Reception: Reading (sharing a book), Phonics, Handwriting, Maths + one Writing focus

Year 1: Reading, Phonics, English (to include Super Sentences), Handwriting and Maths

Year 2: Reading, English including Spelling and Maths

We would also suggest you aim for at least one physical activity per day. There is no expectation to complete learning at a given time.

How will you check whether my child is engaging with their learning?

There is only so much we can do to engage your child remotely – we will provide the curriculum to be taught, with creative ways for your child to respond. Our role is to provide the learning content in manageable steps and suggestions of how to achieve this.

We will use **Evidence Me (Reception)** and **Google Classroom (Years 1 and 2)** for children to share their learning with us. Teachers will provide timely feedback on anything uploaded – all teachers will look at either Evidence Me or Google Classroom daily during the working week and aim to be able to respond that day or the following, depending on when they are received and how many submissions there are! Our aim is to encourage and motivate the children to continue with their remote learning.

Class teachers will call all families of children who are accessing remote learning every other week, as follows:

Week 1: w/b 4.01.21 / Week 3: w/b 18.01.21 / Week 5: w/b 1.02.21 and we will continue with this pattern if the school does not re-open to all children after February half term.

If you do not answer, class teachers will leave a message if this is an option, and endeavour to call you again at another time in the week. However, please return the call if you wish, on 01273 555240.

How will you assess my child's learning and progress?

Feedback can take many forms. We know that verbal feedback is the most powerful and has maximum impact when pointing out successes and improvement needs against the Learning Objectives. Our approach to feeding back on children's remote learning is as follows:

- ☺ Reception families are invited to upload their remote learning to **'Evidence Me'** and teachers will respond positively to them by the next working day. If you need a reminder of how to send an observation to your child's profile, please let us know.

- ☺ Years 1 and 2 children are invited to upload their learning to their **Google Classroom** page and teachers will give a personalised comment to every piece of work submitted either on the same day or the following (at different times during the day and weekdays only) to encourage the children to continue with their remote learning. Where appropriate, teachers may provide a way forward to encourage them to make their learning even better next time.

If anyone needs support with how to upload their children's learning, please contact the School Office, and we will be very happy to help you with this.

However, please do not feel you have to upload your child's learning to the digital platform – if your child has completed activities in the more traditional way and you do not want to capture them digitally, that is absolutely fine, we will find ways to celebrate their learning with them.

How will you work with me to help my child who needs additional support to access remote education?

Miss Remnant will liaise with any family of a child who has additional needs. We will provide differentiated remote learning packs where appropriate.

What should I do if I need further support?

Please do not suffer in silence. You are welcome to contact the School Office at any time, by either email or phone, and the relevant member of staff will come back to you as soon as possible.

We would kindly ask you speak to us before voicing concerns on Class WhatsApp Messages, etc. as this just creates further anxiety, and we cannot help or support anyone in this way. We should always be the first point of call – thank you.

We welcome feedback on our approach to remote learning, but would kindly request that this is communicated in a reasonable way, as we are all going through this national lockdown together. We want to make it as accessible as possible and trying hard to meet everyone's expectations. Class teachers will be asking for initial feedback when they call home next week and we will review regularly as the use of Google Classroom evolves.

If you have any 'top tips' or activities/websites you find useful to support your child at home, which you would like us to share with the school community, please let us know.

Finally, please be kind to yourselves. We know, like us, you are juggling your families with many other commitments too. We promise your children will be fine; the main thing is that they are safe and well. Children are practicing what they are learning all of the time and we need to ensure they are having fun.

We will strive to do our absolute best to ensure we provide an engaging remote curriculum that can be accessed by such young children, who all learn in different ways. We are always willing to help in any way we can.

**We've got
this!**

The Staff at Stanford Infant School

