



Plan for 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 Cottesmore's remote education if local restrictions require entire bubbles to remain at home, or if the whole school is in lockdown.

For details of what to expect where individual pupils are self-isolating, please see the final section of this plan.

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.

Question 1: What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children take home their individual stationery packs and their current exercise books if possible. We will continue to use the online learning platform across the school -Seesaw- and, in addition, Reception will continue to use Tapestry.

The first one or two days

- A grace period of between one to two days, depending on circumstances, is given for staff to arrange tests and readjust to new way of working.
- During this time, the distance learning offer is via pre-made lessons eg Oak Academy. These lessons are aimed at practising basic skills.
- Teachers will aim to post one pre-recorded lesson in a core subject [Reading, Writing or Maths]
- Teachers provide an initial 'welcome to lockdown' video.

All families are called within first 2-3 days to check

- how they are adjusting to remote learning
- their plans for organising remote learning
- their access to the internet and devices. Where families report difficulties, these will be reported to SLT, where devices will be provided depending on need and availability.
- their proficiency and access on Seesaw

Pupil Premium and vulnerable children are prioritised. The Ethnic Minority Achievement Service (EMAS) will make contact with families they support and offer communications in their mother tongue. BLA offer support to families if required.

Families are offered a work pack to collect from school. Families are directed to usual range of tasks and skills practice such as Times Tables Rock Stars, My Maths, Bug Club, creative writing and the DfE recommended Activity Passport all found on the relevant year group pages on the school website .

Question 2: Following the first two 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. The teachers plan the learning together and create the slides to be used in the lessons. The teacher working from home makes the videos for the lesson [3 every day: Reading, Writing and Maths] and these videos are then posted on Seesaw.

Every day we provide three teacher made instructional videos in Reading, Writing and Maths. These sessions are recorded in advance and can be viewed at any time by families. In addition to this we also provide one foundation lesson every day, with high quality teacher made slides and related activities. Also, every day we provide basic skills practice activities in spelling, times tables, handwriting and independent reading.

We ensure daily lessons are part of a planned and sequenced programme of work, where knowledge and skills are built incrementally. In addition to the national curriculum subjects, we provide a range of daily physical, emotional and spiritual wellbeing activities. A weekly timetable is posted on Seesaw and is the same timetable that the Key Worker group of children in school follow. Teacher videos and slides remain on Seesaw for the whole week, so that families can work at their own pace and can revisit resources if necessary. At the end of each week, all tasks and resources will be archived to clear the workspace for the following week.

We also offer work packs, closely related to learning offered to class and if requested we send home appropriate textbooks and reading books and signpost further supportive materials eg BBC Bitesize distance learning resources including online lessons and TV programmes and the DfE funded Oak Academy.

We provide further normal elements of a typical school day to home learners, including live daily morning welcome and wellbeing activities with class teacher and weekly Zoom Assemblies and Hymn Practice.

Remote teaching and study time each day

Question 3: How long can I expect work set by the school to take my child each day?

In line with Government guidance, the amount of remote education provided is, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Subject	Daily
Reading	30 minutes teaching 30 minutes independent free choice
Writing	45 minutes
Maths	45 minutes
Basic skills practice [maths/spelling/ handwriting]	15 minutes
Foundation	1 hour
Wellbeing [emotional, mental, spiritual and physical]	40 minutes
Total: 4 hours 25 minutes	

As previously mentioned, we provide a suggested timetable for remote learning.

REMOTE LEARNING SUGGESTED TIMETABLE

	8.45- 9.00	9.00 - 9.30	9.45 - 10.30	10.45 - 11.30	11.45 - 12.15	Lunch	1.00 - 1.15	1.15 - 2.15	2.30 - 3.00
M	Live welcome Timetable Today's learning Prayer Daily affirmation	PE / wellbeing activity	Maths lesson 1 Video and task	English lesson 1 Video and task	Reading lesson 1 video and task		Basic skills Spelling Handwriting Tables	History/ Geography	Independent Reading Free Choice
Tu	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE / wellbeing activity	Maths lesson 2 Video and task	English lesson 2 Video and task	Reading lesson 2 video and task		Basic skills Spelling Handwriting Tables	Art / DT	Hymn Practice
W	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE / wellbeing activity	Maths lesson 3 Video and task	English lesson 3 Video and task	Reading lesson 3 video and task		Basic skills Spelling Handwriting Tables	Science / Computing	Independent Reading Free Choice
Th	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE / wellbeing activity	Maths lesson 4 Video and task	English lesson 4 Video and task	Reading lesson 4 video and task		Basic skills Spelling Handwriting Tables	RE / EPR	Independent Reading Free Choice
F	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE / wellbeing activity	Maths lesson 5 Video and task	English lesson 5 Video and task	Reading lesson 5 video and task		Basic skills Spelling Handwriting Tables	Music / French	Assembly

Here is an example

Teachers post a weekly timetable on Seesaw, which outlines the learning

Here is an example

Year xx TIMETABLE WB Jan 5th

	8.45- 9.00	9.00 - 9.30	9.45 - 10.30	10.45 - 11.30	11.45 - 12.15	Lunch	1.00 - 1.15	1.15 - 2.15	2.30 - 3.00
M	Live welcome Timetable Today's learning Prayer Daily affirmation	PE skills Mr Buggy	Maths lesson 1 Find the total [addition]	English lesson 1 Using the -est suffix	Reading lesson 1 Comparing two texts		Basic skills Spelling R sound spelt wr eg wrestle	History Columbus' voyage	Independent Reading Free Choice
Tu	Live Welcome Timetable Today's learning Prayer Daily affirmation	Wellbeing journal	Maths lesson 2 Find the total [addition]	English lesson 2 Noun phrases	Reading lesson 2 Make predictions		Basic skills 2x and 5x tables	Art Collage	Zoom Hymn Practice
W	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE skills Mr Buggy	Maths lesson 3 Find the difference [subtraction]	English lesson 3 Big Write part 1	Reading lesson 3 Answer questions		Basic skills Handwriting Tall letters	Science Materials for purposes	Independent Reading Free Choice
Th	Live Welcome Timetable Today's learning Prayer Daily affirmation	Wellbeing journal	Maths lesson 4 Give change [money]	English lesson 4 Big Write part 2	Reading lesson 4 Make inferences		Basic skills Spelling r sound spelt wr eg wrestle	RE Exploring books	Independent Reading Free Choice
F	Live Welcome Timetable Today's learning Prayer Daily affirmation	PE skills Mr Buggy	Maths lesson 5 Solve 2 step problems	English lesson 5 Edit and improve / publish	Reading lesson 5 Retell the story		Basic skills Tables	Music Storm music	Zoom Assembly

Accessing remote education

Question 4: How will my child access any online remote education you are providing?

We use the online learning platform called Seesaw <https://web.seesaw.me>

We also provide recommended websites and links to other learning on the Year Group Pages on the school website <http://www.cottesmore.brighton-hove.sch.uk>

Children can access work on Year Group Pages of school website as normal, for example - Times Tables Rock Stars, MyMaths, Bug Club reading, creative writing tasks, DfE recommended Activity Passport to encourage non screen activities

Question 5: 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:

At the beginning of a period of lockdown or bubble closure, families are contacted by school to check their access to remote learning and the online platform. If there are difficulties, requests are logged and school devices will be distributed to those eligible families, wherever possible. Children may be offered a laptop or an iPad.

Parents are encouraged to contact named persons at school to discuss issues with technology:

- catherinemcloughlin@cottesmore.brighton-hove.sch.uk
- annamullans@cottesmore.brighton-hove.sch.uk

Every effort will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by the lack of technology in their household, and priority is given to Pupil Premium and vulnerable families.

Children without internet access or technology are offered devices that enable an internet connection for example dongles. Parents can contact Anna Mullans at the above address for more information. These families are also offered Home Learning Work Packs. Contents of packs are consistent across year groups.

Additionally, if families do not have internet access, they are directed to BBC educational programmes on BBC Bitesize, which support learning. Teachers preselect relevant programmes for study.

Children without internet access will be given high priority and are phoned weekly by a member of the bubble team and in certain circumstances, are invited into school.

Question 6: How will my child be taught remotely?

Remote lessons in the core subjects comprise of high quality pre-recorded teaching videos created by the teacher, with related differentiated activities. These lessons include retrieval practice of prior learning, explanations, questions, modelling and worked examples. During lessons, children learning remotely are encouraged to ask questions using Seesaw. TAs offer support during these lessons, answering questions, modelling examples and addressing misconceptions.

In addition to premade teacher videos, teachers can at times dip into the Oak Academy resources if relevant to their unit of study. Any Oak lessons will be introduced by the teacher and on core subjects, a pit stop will be offered following it.

We also provide daily year group check ins, via Zoom, for all children, every morning between 8.45am - 9am. These sessions are so children can connect and see each other whilst also saying hello to their teacher. Each morning, the class teacher will talk through the timetable for the day, highlighting any new concepts and reminding the children to use the Seesaw commenting tool if they are stuck and need further support during an activity. They also lead the children in a prayer and share a daily affirmation.

We also offer live Zoom pit stops. These sessions will take place at set times and are year group specific. These sessions take place after a timetabled teacher led video, During these sessions, the teacher is live on Zoom to answer any questions about the pre-recorded video that has been watched and offer support for the children completing their task. These sessions are only used by those who need a question answered / further support / motivation.

Remote lessons in the foundation subjects consist of high quality teacher made slides and related activities.

Seesaw allows for children to ask questions about their learning and teachers and TAs respond in a range of ways: audio responses, further explanatory videos, written feedback or phone calls as appropriate.

We recognise the importance of wellbeing and physical, emotional and mental health, and activities are provided daily. Teachers post a daily prayer and meditation exercise in addition to wellbeing and PE.

Families can request work packs from school, containing tasks that mirror the learning provided online.

Engagement and feedback

Question 7: What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We have defined acceptable engagement in home learning at a minimum of 60% of tasks completed. This means that, of the 15 main tasks set [5 English, Maths and Reading], at least 9 of the tasks are

completed. This expectation is shared with parents. Teachers monitor engagement with home learning and give each child a score weekly. They evaluate not only the number of tasks but the quality of the task completed and how long was spent on it. We are aiming for all children to be scored a 4 or a 5.

Children with scores of below 3 become priority children and are contacted more frequently to offer support.

Government guidance KS1 3 hours daily KS2 4 hours daily		
	Pupil	Parents
1	No engagement with home learning, no sign in to Seesaw.	Unable to contact Parents through majority of school closures.
2	Some but limited engagement with Seesaw in core activities. Between 1 and 8 tasks completed over the week	Parents have been reached by phone at least once - minimal verbal engagement.
3	60% engagement with Seesaw in core activities. This is 9 out of 15 tasks completed each week	Parents have responded to regular phone calls from class teacher and engage fully in the conversation about the child's learning.
4	80% engagement with Seesaw in core activities. This is 12 out of 15 tasks completed each week	Parents respond to all calls home (x 3) and respond to emails if relevant. They engage well and ask for extra support as needed.
5	100% engagement with Seesaw in core activities. This is 15 out of 15 tasks completed each week Outstanding engagement, completes all or most tasks, responds to comments e.g. corrections	Regular positive communication, Parents are aware of provision and contact the teacher as needed.

Throughout the period of home learning, we keep in close contact with families and discuss how they are organising and accessing home learning. We offer a supportive approach and stress the importance of wellbeing primarily. We offer help through timetables but emphasise that we understand that working from home and remote learning can be a very demanding situation for parents.

Where we feel a child is not engaging with remote learning, we contact the child with extra phone calls, audio or video messages, personalised or differentiated activities. We discuss with the family whether more support is needed. Continued support is offered to maintain engagement.

Pupil Premium [PP] children's engagement is monitored weekly by the PP Lead.

Question 8: How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We monitor engagement from the beginning of the period of lockdown. They give a weekly score from 1-5 of pupils' engagement. This information is passed to SLT for follow up. Engagement of SEND and vulnerable pupils is further monitored by staff responsible for Inclusion and Pupil Premium. See above for how we families are informed where a child's engagement is low.

Question 9: 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 Seesaw are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

All work posted on Seesaw is checked and marked by members of the bubble. Work in the core subjects is marked daily and before the following lesson. We have informed parents that work posted after 5pm will be marked the next day in order to promote staff wellbeing.

Work in foundation subjects is marked weekly. The marking of work is completed by all members of the staff bubble team, over seen by the teacher working from home. Whilst the depth and precision of marking will vary, depending on the nature of the task, all tasks posted are responded to.

Teachers/TAs will respond to children work on Seesaw in a variety of ways eg comments, audio responses and in some cases videoed personal messages. Children without access to technology will receive weekly phone calls from TA to check in about their work, answer questions and provide feedback. Children are encouraged to send their work packs back into school weekly for marking and feedback.

Additional support for pupils with particular needs

Question 10: 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:

Teachers provide 'Extra Mild' activities on Seesaw and offer paper packs of work for SEND children, based on the child's targets and support plans.

TAs make extra calls to SEND children and offer support with learning.

Where a child has an EHCP support, the Individual Needs Assistant and teacher provide daily communication and learning activities, under the direction of the teacher. They have a target-based document based on the child's individual targets under the four areas of learning.

Each child is sent additional and differentiated resources and activities to access at home.

The INA also provides a daily call/zoom which is used to explain an activity, talk through a situation, or to complete a Speech and Language activity which has been outlined in a plan. This will evolve and will move towards a daily zoom session/tutorial.

Children who are on the caseload of Literacy Support Service (LSS), or those who have been identified as having dyslexia traits or have a diagnosis of dyslexia, also receive additional support. Pre-made packs containing resources such as overlays, yellow exercise books, talking tins, and dyslexia friendly texts have been provided for those who have requested further access support.

LSS BHISS Specialist teacher is offering children on the LSS caseload a zoom session once a week.

These sessions are differentiated, to provide support across the KS2 attainment range.

We have offered and supplied additional logins to support Apps such as Nessy and Wordshark.

We have also created Dyslexia friendly work packs (including activities and resources), which have been offered to all children who receive LSS support in usual circumstances.

The Inclusion lead further monitors the engagement and progress of SEND children. She makes regular contact with families and sends regular updates to whole school in a range of wellbeing and Social Emotional and Mental Health support. She is contactable at any time.

Social Stories are provided to children who may be struggling with understanding a social concept or adapting to the new restrictions. These are also updated on our Inclusion Website.

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.

Question 11: If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The approach below describes remote learning for the maximum isolation period.

We will use our online platform Seesaw and the following work will be provided in this situation:

- Each day, teachers post the slides and tasks for in-school lesson in English and Maths.
- Daily Reading comprehension sessions will be assigned to the isolating child.
- Teachers will post 2 standalone lessons in foundation subjects [RE, History, Geography, Science, Art, Computing, PE, Music, French and EPR]. These will be generic e.g. research volcanoes, design a habitat etc and will link to class' current topic. Some resources will be attached e.g. PowerPoint or websites
- Children will be directed to the homework spelling lists to work on. If parents want more words, they will be directed to the year group word lists on the website
- Teachers will signpost further work on school website

Teachers/TA mark and give feedback on work posted on Seesaw each day.

Teacher/TA make a check in phone call every three days. Where a child has tested positive for COVID19, or have had contact with a positive case, teachers make a wellbeing call to check.

If requested, we provide work packs, which can be returned to school for marking and feedback

**Remote Learning Plan written by Cath McLoughlin and Anna Mullans
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