



Remote Education Provision: Information for Parents/Carers

This document is intended to provide information to parents, carers and children about what to expect from our remote education provision. 'Remote Education' means the curriculum and teaching the children receive and the work they need to do while they are at home and not in school during lockdown.

Unlike the previous lockdown in the spring and summer of 2020, the government has been very clear that all schools should continue to provide an education for all children: those who are in school and those who are at home. This document outlines expectations around learning at home.

We have organised these expectations into subheadings in the form of 'Frequently Asked Questions' (FAQs):

1. GENERAL QUERIES ABOUT 'REMOTE EDUCATION PROVISION':

Does my child have to do the work?

Yes. Unlike last lockdown when school effectively only provided childcare for the children of critical workers and children regarded as vulnerable, there is an expectation this time round that the children complete the work being set. Everyone in education (including the government) is determined that the learning that was lost during the last lockdown should not be repeated as this could have a significantly negative impact on the children and their future.

How much work does my child have to do?

Government guidance, which we support in school, says that the children should be completing **4 hours** of work every day. The time expected of infant and secondary school children is different, but for junior aged children (also known as Key Stage 2) like ours, the expectation is 4 hours.

Will my child be getting the same type of curriculum as those in school?

Broadly, yes. We have adapted what we are currently teaching those in school so that many of the core aspects in the curriculum can still be accessed by those children at home. We know that some elements can't be completed at home though, so we have altered our expectations for these parts.

I have one child in one year group and another in a different year group. Will they be getting the same type of work?

Some things will be similar and other parts of the provision may be different. Different year groups have different priorities based upon the needs of the children and their age and stage. We will outline the expectations for each year group further down in this document.

How will I know what my child needs to do every day?

Every year group posts a short video outlining the expectations of the day on their year group's Google Classroom every day by no later than 8:30 am. The outline for the day can be viewed again at any point and in some year groups it may be accompanied by a timetable.

Me and my child don't know how to get onto the 'Google Classroom'.

This can be easily sorted. Firstly, your child has had **lessons on how to do this in school** and we often use it when everyone is in, so they should be familiar. Remind them of this.

Secondly, the **instructions on how to use Google Classroom are in the front of the Red Book** we gave to every child last term.

Lastly, we are more than willing to contact you and help you out if you are still a bit stuck. **You need to let us know, though, if you need a bit of help.** We have already given 'tutorials' to lots of parents and carers about the use of technology, so don't worry, you are not alone!

I haven't got a device my child can use, so they can't get onto the 'Google Classroom' at all.

It is really, really important that you have access to Google Classroom (and Zoom – more on this later), so we will do everything we can to help you with this.

We may be able to loan you a device. We have loaned out 90 devices already and we still have some more left. We can only do this if you let us know, so please call if you need support with this. All you will need to do is digitally sign an agreement that says you will look after the device and make sure it is used appropriately.

2. THE CURRICULUM AND REMOTE LEARNING EXPECTATIONS FOR EACH YEAR GROUP:

We provide a mixture of types of remote provision. This includes Live Lessons; recorded lesson outlines and introductions; videos and lessons from alternative providers; and electronic presentations on programmes such as PowerPoint. How and when we expect you and the children to access these, is detailed below.

What does a normal day look like?

The most important thing to do at the start of the day, is **watch the video that outlines the day**. This is placed on each year group's or class' 'Google Classroom'. This gets everyone at home prepared for what is to come and helps the children make sure they know to do each day.

Watching this short video is perhaps one of the most important things to do as it helps you and your child structure the remainder of the day after 'Live Lessons'. **Make sure this is watched before the live lessons.**

What are 'Live Lessons'? When are they? And how does my child access them?

These are the most crucial parts of the day. **Every class teacher delivers a daily live lesson to their class for both ENGLISH and MATHS.** English and maths are the cornerstones of our curriculum and this is why we have prioritised these sessions over others in terms of delivering them live.

It is essential that you and your child do everything you can to 'attend' these lessons. Unless your child's class teacher has spoken to you and agreed that it is not necessary for your child to attend these, it is expected they will be 'present' for every one of these sessions. Please let us know if your child is unwell and cannot attend.

The start times for these lessons are as follows:

	Year 3	Year 4	Year 5	Year 6
English (start time)	9:30	9:30	9:30	9:15
Maths (start time)	10:45	10:45	11:15	10:30

We have only put the start times as lessons may vary in length and then there will be independent work to complete.

Your child's class teacher delivers the live lessons via **Zoom**. Therefore, it is essential you have a device in order to access them (remember, we can help you with this).

Most classes have had 100% attendance for many of these sessions which is remarkable. As well as helping their learning, they also provide us with the opportunity to see your children and know they are keeping up and coping well mentally. It also gives them the chance to see each other as well!

Do I need to supervise my child during live lessons?

Yes. There is no need for you to be 'glued' to your child's side and you should remain off camera, but there is an expectation that you know that your child is behaving appropriately during these sessions. There are a number of reasons for this, but just two of them are:

- To ensure your child is behaving safely in safeguarding terms
- To ensure your child is engaging and knows what to do when the teaching ends.

For more detailed guidance regarding the Live Lessons expectations of our remote provision, please refer to the letter we sent out to all parents on 13.1.2021 (link below).

<http://www.derehamjunior.dneat.org/news/letters/letters-to-all-parents-and-carers/expectations-for-live-lessons-13-1-21/>

What happens if my child misses a live lesson for some reason?

As the sequence of learning in English can be more significantly disrupted if a lesson is missed, year groups will make sure that one of the following is posted on Google Classroom:

- A PowerPoint version of the slides used in the English lesson
- A recording of the English lesson.

This will mean your child is able to view the lesson or the resources so they have a rough idea of what they have missed. There is no need to complete the accompanying work, but it may help for the following day.

Are there any other live lessons for everyone during the day?

No. There may be some small group sessions offered to a few individuals, but these will be based on a specific need and are not for everyone. You will have been contacted by the class teacher if this is the case. If there is any change to this, we will let you know.

What else will my child be learning and how will they be learning it?

As mentioned earlier in this document, it is essential you watch the 'outline for the day' video as this sets the expectations for each day and points you in the direction of resources if they are needed.

Everything your child will need for their daily learning will be on their year group or class 'Google Classroom'. **Below is an outline of the weekly expectations** for other curriculum areas (not including the live lessons) from each year group:

Y3

Topic	Spelling/ Grammar	Reading/ Reading Masters	Class Reader	Other
x5 sessions – Narrated and pre-recorded. Followed by short daily activity.	x5 sessions – Narrated and pre-recorded. Followed by short daily activity.	x5 sessions – Narrated and pre-recorded. Followed by short daily activity.	x5 sessions - Pre-recorded chapters of story for children to listen to.	x5 Pre-recorded Collective Worships TT Rockstars and Numbots.

Y4

Topic	Spelling/ Grammar	Reading/ Reading Masters	Mini Maths	Class Reader	Other
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x3 sessions – Narrated and pre-recorded. Followed by activity.	x5 Spelling sessions – Narrated and pre-recorded. x1 Grammar session – Narrated and pre-recorded. Followed by short activities.	x4 sessions – Narrated and pre-recorded. Followed by short activities. <i>(Text for activities is narrated.)</i>	x1 session – Narrated and pre-recorded. Followed by short activity.	Optional audio-book.	x1 French session - Narrated and pre-recorded. X5 Pre-recorded Collective Workshops. TT Rockstars and Numbots.
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Y5

Topic	Spelling/ Grammar	Reading/ Reading Masters	Mini Maths	Class Reader	Other	Additional Extras
x3 sessions – Narrated and pre-recorded unless lesson comes from alternative source such as Oak Academy. Followed by activity.	x5 Spelling sessions – PowerPoint provided to support. Dictation exercise pre-recorded. x1 Grammar session – ‘Live Lesson’ on Fridays. Followed by short activities.	x4 sessions – Narrated and pre-recorded on Monday. Tuesday to Thursday activities = comprehension <i>(Text for activities is narrated.)</i>	x1 session – Video provided by alternative source such as Oak Academy. Followed by short activity.	Audio-book or staff read.	x1 French session - Video ‘Rigolo’ lesson and task. X5 Pre-recorded Collective Workshops. TT Rockstars and Numbots.	<i>Music</i> – ‘Charanga’ sessions <i>PE</i> – Links to ideas given <i>Computing</i> – BBC ‘dance mat’ typing activities and ‘Scratch’. Oxford Owl – Ebooks <i>RSHE</i> – Wellbeing.

Y6

Topic	Spelling/ Grammar	Reading/ Reading Masters	Mini Maths	Class Reader	Other
X4 sessions – Narrated and pre-recorded. Followed by activity.	x5 Spelling sessions – Quizzes using ‘Kahoot’. x1 Grammar session – Narrated and pre-recorded. Followed by short activities.	x4 sessions – Narrated and pre-recorded. Followed by short activities. <i>(Text for activities is narrated.)</i>	x1 arithmetic session – Narrated and pre-recorded. Followed by short activity.	x3 sessions - Read by staff.	x2 ideas for PE activities provided. x1 RSHE session. x5 Pre-recorded Collective Workshops. TT Rockstars and Numbots.

Sometimes, teachers will use nationally recognised learning resources such as lessons from 'Oak Academy' or from other trusted providers such as 'White Rose' (maths) or BBC Bitesize.

In terms of your child's remote learning, there is no one way that we prefer over another; each one has its own benefits. In fact, guidance from the Department for Education recognises this and recommends that using different approaches for remote learning is the best approach.

How will my child record their work and what should they do with it after they have done it?

The key thing here is to **follow the instructions the teachers give the children**. Again, in different year groups, there are different expectations.

We promote the following methods of recording work:

- Writing in their red 'Home Learning' books
- Writing on a 'Google Doc'
- Writing on sheets electronically using 'Jamboard'
- Some children may have paper packs where they write directly onto the sheets provided
- Sometimes, there may be no need to record anything at all.

In terms of 'handing in' their work, each year group may have different preferences for different subjects. Again, **it is really important that your child listens to the instructions the teacher gives them**. These are some of the ways your child's teacher may ask to 'show' what they have been working on:

- Recording work in the red 'Home Learning' book or paper packs and uploading photographs of the work to Google Classroom
- Sharing work on Google Classroom using the 'Turn in' function
- Sharing ideas through the 'Stream' on Google Classroom
- Writing on 'Jamboard' sheets so we can see what your child has written/worked out
- Completing quizzes through programmes such as 'Kahoot' or 'Google Forms'.

If you are ever unsure about how your child is expected to complete their work or how they should 'hand it in', speak to your child about it in the first instance, as they will have been asked to do this in one of the ways above. If you are still unsure and you are worried about this, contact the teacher or TA of the classroom via MyEd.

3. FEEDBACK:

How do you know if my child understands what is being taught in the live lessons for English and maths?

There is no doubt that this is more of a challenge than if the children were in school. However, we make sure that **we give feedback in these sessions in the following ways:**

- We may give direct verbal feedback to questions being asked
- We may change the 'path' of the lesson depending on what the children say

- We may complete 'mini-plenaries' where we recap points we know the children are finding tricky
- If possible, we may feedback immediately in the 'chat' function on Zoom.

Although it is more of a challenge to see what the children are up to during remote provision, this *dynamic feedback* - responding to the children at the time they are learning - is still the best kind. This is another reason why it is so important children attend the live lessons.

What about work that is completed after the live lessons and the teacher may not be able to see?

Again, this is more of a challenge when the children are not in school. Nevertheless, we still give feedback.

If work is 'turned in' or placed on Google Classroom in an electronic format, we will feedback as soon as we can in one of the following ways:

- We may write a comment on the document
- We may ask additional questions on the document
- We constantly 'man' the Google Classroom so we can give feedback throughout the day
- Reviewing what has been completed on 'Jamboard'
- What we see will influence the next day's learning.
- We are currently looking into ways that we can give verbal feedback by exploring how effective Chrome extensions such as 'Mote' and 'Talk and Comment' are (we will update you about this).

Although we cannot see the **work completed in the red book** we may still give feedback to help make sure the children know how well they are doing by:

- Providing answers for the children to self-assess against
- Responding to queries about this work on the Google Classroom stream
- Completing quizzes or 'review' sessions in response to what the children are finding difficult
- Commenting on any photographs of work which are shared via Google Classroom.

We will continue to develop different and improved ways of giving feedback as we progress through Remote Learning Provision.

4. ENGAGEMENT AND ATTENDANCE

As mentioned at the beginning of this document, this lockdown is very different to the one last spring and summer. Unlike that lockdown, this time it is expected that all of our children engage in 4 hours learning every day.

How do you make sure my child is taking part in their learning?

The main way we do this is by **monitoring 'attendance' during Live Lessons**. We expect your child to attend these unless your child's teacher has specifically said that there is no need to. If your child is absent

from these sessions for **one day** and you have not contacted us to explain why, we will phone you and request a reason.

Another way we monitor engagement is through **your child's presence on the Google Classroom**. Your child's teacher and TA will rigorously monitor attendance on this platform and will contact parents if they have any concerns that a child may not be engaging in their work.

Further to both the points above, we do need to know that your child is safe and well. Therefore, if we do not 'see' your child we may become concerned from a safeguarding perspective. This is no different to a normal school day when we always follow up non-attendance by phoning. Sometimes we even carry out a home visit if we are seriously concerned about unexplained absence.

THANKS

This document contains lots and lots of information and just as many *dos and don'ts*! We are required by the Department for Education to write and publish a statement regarding 'Remote Learning Provision' on our website and we thought we'd write it in such a way that it can be used as a reference document for you.

We recognise that this is a difficult time for all of us. At school, we have had to learn lots of new things and be creative in the way that we make sure your children have access to learning. However, what we have had to do, does not even compare to the position some of you are in. Many of you now have the role of 'Teacher' to add to your CV!

We cannot thank you enough for the continued support you give us and your children. We know that many of you are having to learn new things too in order to support your child's learning, not least getting your heads around 'Zoom' and 'Google Classroom'.

We know that the children being back at school is what we are working towards and we hope that day will be very soon. In the meantime, please keep in touch; please only do what you can and please let us know if we can support you in any way. We are here every day and will do all we can to help.

Take care and stay safe.

All the staff at Dereham Church of England Junior Academy