



Remote education provision at Theddlethorpe Academy: 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 where national or 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?

In the first instance remote learning will be accessible by our current learning platform FROG, which we used in the previous lockdown. The teachers will upload daily worksheets, power points and activities across the range of year groups. Workbooks and packs will become available for those children that do not have remote access.

Within the first two weeks of lock down we are looking to move to 'live' and remote learning on the Microsoft TEAMS platform.

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 have put in a great deal of effort to put an effective curriculum in place for our pupils. Our approach is not a major change in the curriculum, but a modification of the focus of the curriculum in certain areas. All topics will be covered as lessons will be adapted from current plans to reduce the workload of teachers and ensure the continuity of learning for pupils. Teachers will tailor their practice and curriculum to effectively blend face-to-face with remote learning. It is understood that certain aspects in face-to-face learning cannot be replicated as effectively through online methods. Teaching poetry in year 5 /6, for example, may be better explained by face-to-face teaching, whereas it has worked well to review literature texts already taught, and to get pupils to complete extended writing tasks based on these.

In KS1 we will be focusing on phonics and reading. Pupils will still be set daily numeracy activities. There will also be foundation subject tasks to ensure that they do not only focus on maths and literacy. These tasks will be more open-ended, such as in the form of project work, to build their confidence and engagement.

In the early years foundation stage (EYFS), daily work activities will be kept very simple and straightforward so parents can follow the pathway.

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:

Key Stage 1	<p>The timetable starts at 9.00 with phonics live learning taking place from 9.15am to 10.15am. Thereafter, there are several activities available on line through the assignment function of TEAMS. There are at least 3 hours of daily learning.</p> <p>https://www.theddlethorpeacademy.co.uk/theddlethorpe/media/files/yr1-w-c-18-01-21.pdf</p> <p>https://www.theddlethorpeacademy.co.uk/theddlethorpe/media/files/yr2-w-c-18-01-21.pdf</p>
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Key Stage 2	<p>The timetable starts at 9.00 and remote activities take place prior to the live literacy lesson at 10.15am to 11.00am. Thereafter, there are several activities available on line through the assignment function of TEAMS. There are at between 4 and 5 hours of daily learning.</p> <p>https://www.theddlethorpeacademy.co.uk/theddlethorpe/media/files/yr5-6-w-c-18-01-21.pdf</p>
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Accessing remote education

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



The platform we are using is Microsoft Teams.

All online lessons will be conducted over Microsoft TEAMS. All children have been issued a log in for this. Guidance on how to access this can be found on our school website under 'Student Zone'. Any parents needing technical support with this, are encouraged to call the school office to speak to their child's teacher or email IT support - itsupportmat@tollbarmat.org

A weekly timetable will be uploaded on the website within the 'Student Zone', and all resources needed for independent learning tasks will be found in the 'Assignment' section within TEAMS. Paper copies of packs of these resources are available from the school office for parents to collect.

All children will be able to submit evidence of their remote learning to their teacher via TEAMS. This will enable teachers to view and feedback on the children's completed work.

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:

Any parent or carer with no electronic equipment or have multiple children sharing a computer can contact the school office to request a device such as a laptop or iPad to loan. All parents will sign upon receiving their device.

Any families who are having internet issues should contact the school office to discuss available solutions. Prepaid data SIM cards are available to families for use for remote learning lessons, and parents may be asked to provide their details to increase their mobile data allowance under the government scheme. More details of the scheme can be found on our website;

<https://www.theddlethorpeacademy.co.uk/theddlethorpe/media/files/letter-to-parents-mobile-data-15-jan-2020.pdf>.

All families without internet have been offered a place in school.

We are providing paper copies of all the remote learning are available for collection from the school office.

How will my child be taught remotely?

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

- Live teaching - online lessons through Microsoft TEAMS. There will be approximately 45 to 60 minute sessions for children daily.
- 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.
- FS2 and KS1, Phonic Play. Phonic games for the younger children.
- KS1 and KS2, TT Rockstars. All children have a logon for Times Tables Rockstars. This is a fantastic website that supports children in learning their times tables.
- KS1 and KS2, Spelling Shed. This is a whole-school spelling scheme that sets out a weekly focus with word lists and activities. Word lists are based on letter and sound patterns.
- KS2 only, Reading Plus. We are using the Reading Plus program to help your child to become a better reader. Reading Plus helps pupils develop the skills they need to be proficient readers and lifelong learners.
- Independent activities, such as spellings and handwriting tasks, will be set for pupils.
- All resources will be uploaded onto TEAMS with guidance and a weekly timetable can be found on the website.
- Assemblies will take place virtually. These will start at 2.00pm on Fridays.

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?

There is an expectation that if a child is not attending school, they must engage with remote learning. This is our expectation and that of the national government.

As a general rule, the government state that this should be approximately 3 hours for KS1 children and less for younger children; and approximately 4 hours for KS2 children.

Though we would like children to try and stick to the normal structure of the day, we do appreciate that this can be very hard, when at home, especially, if you have more than one child. Therefore, if work is completed at a different time to normal, that is absolutely fine.

Assignments will be set on a daily basis and it is expected that these assignments are completed and sent to the teacher.

Where sessions are live, it is expected that children will observe the same behaviour expectations that are expected in school, this does include wearing appropriate clothing. All these details are outlined in the 'Introductory Letter', which can be found on the website in 'Student Zone.'. Any pupil who is not upholding the highest standards of behaviour during live sessions, will simply be removed by the teacher. Equally, if a child is found to be misusing any feature of the Microsoft package, they will have their log-in rights withdrawn.

Please encourage your child to attend their sessions where possible and complete any assigned learning tasks. A good routine can be maintained through following the suggested timetable uploaded by your child's teacher.

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

We will check pupils' daily engagement with their learning. Their engagement will be checked by attendance at online sessions to TEAMS. If your child has not engaged in the 'live' learning sessions a phone call will be made to see if there is any support needed and discuss any concerns that you may have.

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:

Using Insights on TEAMS allows staff to check and monitor task completion. Once a task is complete staff will feedback as often as they can, particularly for Maths and English work, which is likely to be a more regular comment. However, staff will not be expected to make a comment on every piece of work, as this is not practical. A general overview comment will be given at some point throughout the week for wider curriculum subjects and sometimes, general feedback will be given orally during live sessions.

In addition, staff will respond and give feedback in the chat facility, when they are able to do so. Feedback will also be given in the chat facility by using icons such as 'thumbs up' to show and receive a response.

SLT will drop-in on live lessons enabling them to monitor both engagement and feedback.

The teachers want to retain communications with their online class while also support the cohort they are working with in-school. We need to clearly have realistic expectations, and communicate this to both pupils and parents to support our processes.

I can assure you that staff will do everything they can to support children in receiving as close to a normal education, as is possible, during these challenging times.

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:

Any pupils with SEND may find it difficult to interact with their peers in line with their year. These pupils will be offered appropriate catch-up sessions or alternative lessons, if required. Any work packs sent home for the child will be differentiated where appropriate to accommodate for individual need.

For children with SEND, it is essential to monitor their progress carefully and effectively and we will maintain clear and frequent communication with parents, as the SENCO will have weekly check-ins to see if we can support parents further in any way.

We understand that younger students may find it difficult to participate online because of their age, and not being able to learn in a classroom. We will ensure online sessions are fun and engaging and we will provide any guidance and advice required to support parents' communication during our welfare checks.

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?

Pupils will still be able to access all resources online, in the same location, and through paper-based methods. This will be in line with what pupils are typically doing in school. Pupils are still able to access the educational content uploaded by teachers on TEAMS, and they will still have the facility for the pupil to upload their work for feedback.

Staff will check either by TEAMS or a phone call so that any remote learning questions or issues can be addressed in a timely manner.

All parents can send emails to enquiries@theddlethorpeacademy.co.uk to ask any questions or raise any concerns.