



SWALLOWDALE PRIMARY

REMOTE LEARNING OFFER

FEBRUARY 2021

SCHOOL VISION, VALUES AND MISSION



OUR CURRICULUM INTENTION

Swallowdale Primary is a thriving community built upon the effective relationships and interactions that happen daily within our school. Due to the current Coronavirus Pandemic, the school's curriculum has been designed to ensure that all children reconnect with the curriculum as soon as possible and children continue to achieve well in all areas of the curriculum. The school's Re-Connecting Plan was used in the first half term to settle the children back into full school opening.

Our curriculum for 2020-2021 is intended to bridge the gap from the curriculum offer of 2019-2020 to a new curriculum to be launched in 2021-2022 whilst also ensuring children are reconnected to the curriculum. The curriculum for 2020-2021 will also work in conjunction with the school's Remote Learning Offer and Policy in place.

Ultimately, we want children to leave Swallowdale well-rounded individuals who have a strong understanding of community in various forms and have the skills necessary to learn and achieve well in the future. In order to ensure this, the curriculum will be crafted to ensure the following curriculum principles are incorporated consistently:

- Units of work are developed in a progressive manner within each of the National Curriculum's subjects so that children build upon previous knowledge and understanding where appropriate;
- Design of the curriculum aligns to the school's Teaching and Learning Policy to ensure a good understanding of pedagogy and how children learn underpins the curriculum;
- Exposure to a range of quality reading materials which are relevant to the subject matter and age of the child;
- Exposure to an abundance of key vocabulary with opportunity to explore, use and evaluate these;
- Exposure to a range of experiences and enrichment activities where possible;
- Opportunity to develop metacognition skills.

Swallowdale Primary School is committed to professional development and will continue to develop provision. Remote Learning is a key feature of the School Development Plan.

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 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?

- Remote Learning will be added to Seesaw for children to access.
- In younger year groups, children may be sent home with learning packs if more appropriate.
- Where possible, children will be sent home with several reading books of an appropriate level.

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?

- Our full curriculum intent statement and year group long term plans can be found on the school's website: <https://www.swallowdale.bepschools.org/key-information/curriculum-plans/>
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. Our curriculum is planned to ensure that subjects are taught in a sequential and purposeful manner where prior knowledge and learning is used to form the basis of new learning wherever possible.
- We will where possible continue to teach the curriculum in planned sequence as outlined in our curriculum document however there may be incidents where we may need to make some adaptations in some subjects. For example in PE, D&T, Music and Computing, we will need to make arrangements to ensure children are able to complete the remote learning safely and with access to the necessary equipment needed.

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	An average of 3 hours as outlined by DfE
Key Stage 2	An average of 4 hours as outlined by DfE

Accessing remote education

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

- Your child will be able to access the online remote learning through the Seesaw platform. Each child will receive their own username and password.
- Children may also be directed to log in to other sites such as Times Tables Rock Stars, Oxford Owl Reading scheme or Purple Mash.

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.

- On request, the school will lend out devices to support families who are not able to access remote learning in the form of either a laptop or a tablet. The devices may be sourced from a variety of sources which include:
 - Laptops as supplied by the DfE;
 - Laptops and tablets belonging to the school;
 - Charitable donations of devices.
- Each device will be loaned with an agreement for parents/carers to sign.
- Priority will be given to ensure all families have access to at least one device first and then prioritise families with more than one child if capacity allows.
- We will support families who are unable to access the internet through accessing any free schemes such as BT initially or the purchase of dongles if not available.

How will my child be taught remotely?

- When required, lessons will be taught via pre-recorded videos. These will be either shared from recognised websites such as The Oak National Academy and White Rose Academy or will be created by school's teaching staff.
- Lessons may involve the use of video clips; audio recordings; PowerPoint slides or written information.
- Children will complete independent activities in different ways. This could include: closed and open questions, quizzes, labelling, sorting, writing, diagrams or visual representations, photos and/or recording of their own learning.
- Some lessons will be delivered with the opportunity for retrieval so that children have opportunity to rehearse previous knowledge and secure this further before building onto new learning in small steps.
- Children may be directed to other online resources which the school has access to including Times Tables Rock Stars and Purple Mash.
- Lessons offered for each year group will be outlined below

Year R	Daily Phonics, Daily English, Daily Maths, Weekly PE
Year 1	Daily Phonics, Daily English, Daily Maths, Daily Topic
Year 2	Daily Reading, Daily English, Daily Maths, Daily handwriting/spellings, Daily Topic
Year 3	Daily Reading, Daily English, Daily Maths, Daily Topic
Year 4	Daily Morning Board, Daily Reading, Daily English, Daily Maths, Daily Topic
Year 5	Daily Reading, Daily English, Daily Maths, Daily Topic
Year 6	Daily Arithmetic, Daily Reading, Daily English, Daily Maths, Daily Topic

- There will also be regular class stories posted to the class journals from a member of staff; this could be a member of staff within the year group teaching team or from a member of staff from across the school.
- Children will be offered the option to request a collection or delivery of appropriate levelled reading books each week through emailing the school on reading@swallowdaleschool.co.uk.
- A weekly assembly will be added to Seesaw for the whole school community.
- Children and families will continue to receive a copy of the Swallowdale Smile monthly.
- Some lessons in the week will be planned to encourage children to have learning away from the screen.
- School will continue to participate in national events and celebrations where possible such as World Book Day with planned activities and/or assemblies for the children to participate in.

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?

- Children need to register by 9.00am.
- Children are expected to work through the set activities which will appear on their own individual journal. Most activities are designed to give instructions via either videos or voice overs to slides or a mixture of both.
- Children are able to edit documents by using the text box tool.
- Parents will be able to use the 'post student work' tool on seesaw to send photos and examples of children's work.
- Children or parents can request support and extra information for a learning activity through Seesaw, the year group email or phone call if required.
- Parents can support children at home by creating a positive environment for example:
 - **Distinguish between weekdays and weekends**, to separate school life and home life.
 - **Designate a working space if possible**, and at the end of the day have a clear cut-off to signal school time is over.
 - **Create and stick to a routine**, as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure they're dressed before starting the 'school' day.
 - **Stick a timetable up on the wall** so everyone knows what they should be doing when, and tick activities off throughout the day.
 - **Make time for exercise and breaks** throughout the day to keep your child active.
- Further advice and support for parents at home will be available via the school's website.

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

- Children should complete the register every morning by 9am. Any concerns with regards to attendance will be logged onto the school's CPOMs system. Any concerns around attendance will be followed with a phone call to the family. If school are unable to make contact and not register a child, they may try another form of communication via text or email. If the school is unable to make any contact, the school may need to complete a home visit.
- Staff will monitor and track the number of activities completed each day.
- If a child has not completed any activities or very few without explanation within a few days, a member of the school's team will ring home to offer support initially including to check available access to the remote learning.
- If children persistently do not engage with any Remote Learning and the school have identified concerns, they may contact the MATs Attendance and Wellbeing Officer or the local Educational Welfare Officer.
- Any communication will be logged onto the school's CPOMs system.
- Any concerns relating to Safeguarding through lack of attendance will be dealt with in accordance with the school's Child Protection Policy.

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

- Every piece of work submitted to Seesaw will be checked by an adult. Where work has been completed well and there are no actions needed, adults may respond by using either the like symbol or a brief written or verbal statement.
- Where there are potential errors or misconceptions in a piece of work, more detailed feedback will be given. This could be through a variety of ways including:
 - A written comment;
 - A recorded voice clip specifically for the child or a group of children;
 - A recorded video clip specifically for the child or a group of children;
 - A recorded video for all children if there is a consistent piece of feedback;
 - A phone call home to question and discuss the feedback in detail.
- Staff will be mindful of the amount of feedback given to ensure that children are not overwhelmed with too much. Where necessary, feedback may occur through changing the lesson sequence to address any errors or misconceptions. In some specific cases, feedback may be more generic for the majority of the child's work to manage engagement and motivation from the child.
- Feedback will be given on the same day where staffing capacity allows consistent monitoring and when work has been submitted prior 4.30pm.

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?

- Provide differentiated curriculums where appropriate to ensure the child can access the Remote Learning with a degree of independence and supports the targets for the individual child's education where may be delivered through Seesaw or other means as decided between the school and family.
- Offer interventions where possible through phone calls or the use of Teams with individual child and adult to deliver specific learning opportunities e.g. Rabbit Club.
- Continue to liaise with external agencies through attendance at meetings remotely and facilitate where possible assessments to support provision.
- Offer onsite provision for children in receipt of an EHCP. Where parents do not wish for their child to attend site, a risk assessment is completed to ensure needs are being met.
- Conduct regular wellbeing check-ins with the children and family through a phone call to offer reassurance, guidance and support.
- The school will update the 'Wellbeing' section with support and advice.
- Signpost families to other services where appropriate.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate due to themselves or a member of the household testing positive, awaiting a test result or being a direct contact but the majority of their peer group remains in school, remote learning may be different. This is due to the challenges of teaching pupils both at home and in school.

- Learning will still be offered through Seesaw daily with activities to match the curriculum being taught on site. Where there is a concern over health and safety or access to resources, amendments may be made to the learning to ensure that it is accessible at home.
- Feedback will still be given although the frequency and speed of this may be different as teachers will not have as much opportunity during the day to respond.