

The remote curriculum: what is taught to pupils at home

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

Your child will receive remote education within 24 hours of being sent home. This will be accessible via Google Classroom.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects, including rearranging when certain topics will be covered within the year because of the appropriateness of them being taught remotely. For example, RSE which will now be taught in PSHE in the summer term rather than the spring term.

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 in **Key stage 1 a minimum of three hours** and pupils in **Key Stage 2 a minimum of four hours** on average per day.

Accessing remote education

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

Your child will access all of their online remote education through Google Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

We have a supply of Chromebooks, iPads and dongles.

If parents are eligible, they can contact the school office via parentmessages@williamtyndale.islington.sch.uk to access these. Once they have accepted the terms and conditions, the required technology can either be collected from school or will be delivered, depending on personal circumstances.

We encourage and support pupils to access Google Classroom for their remote education as far as is possible for many reasons. In particular, this is so that teachers can see children's work and provide

feedback, ensuring and monitoring progress. For children with particular needs, we may provide printed materials. We will ask that parents organise submission of this work to teachers by the school office.

How will my child be taught remotely?

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

- a daily live Google Meet to check in with children, set expectations for the day and provide any whole class feedback or information;
- pre-recorded lessons for frequent and clear explanations of new content. These may be given by the teacher or from a high-quality resource (such as Oak National Academy, White Rose Maths and BBC);
- setting work with clear objectives, support materials and regular feedback;
- providing access to other physical resources to support learning (such as reading books and writing implements); and
- providing access to other online resources to support children's independent learning (such as Raintree Online, Reading Eggs, Doodle Maths).

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?

Staff expect children learning remotely to:

- be contactable during the school day – although understanding they may not always be in front of a device;
- complete work to the deadline set by teachers;
- seek help if they need it from staff and/or their parents or carers both in terms of their work and their emotional wellbeing; and
- alert staff if they're not able to complete work.

Staff expect parents or carers with children learning remotely to:

- make the school aware if their child is sick or otherwise cannot complete work;
- support their children's learning, finding an appropriate place at home for them to work and positively encouraging them;
- appreciate that for some children e.g. Foundation Stage, Year One and Year Two and children with specific needs, the level of support needed from parents and carers will be significantly greater;

- helping them to adhere to a 'school day' routine, getting up and going to bed early, eating healthily, creating a balance between screen time, independent activities, recreation and exercise; and
- seek help from the school if they need it around access issues, etc.

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

Pupil engagement is monitored daily through their attendance at Google Meet sessions and their submission of work. When engagement is a concern, this will be followed up with a phone call to parents from the office or our pastoral team. Support will be provided to facilitate engagement.

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

We will feed back on pupils' work in a variety of ways, including through private comments, recorded verbal feedback, quizzes and pre-recorded videos.

Pupils will receive an acknowledgement of all of their work with more detailed feedback as appropriate.

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 work with parents and carers to support those pupils in the following ways:

- providing physical resources to have at home (e.g. sensory support, writing slopes, visual timetables);
- preparing all work with SEND children in mind, including having pre-recorded explanations with clear instructions (which can be paused and repeated) and providing verbal feedback;
- setting differentiated work for children with SEND based on their support plans;
- using specialist resources to set this work (e.g. Samuel Rhodes, The Bridge, Oak National Academy and BBC);
- ensuring flexibility within the timetable as well as in terms of any deadlines set;
- inviting children with EHCPs into school and providing their usual 1:1 support;
- offering regular communication with SEND Lead; and
- continuing to provide Speech and Language Therapy, Music Therapy and Play Therapy remotely, as well as for those still in school.

We also appreciate that for younger children, such as those in Reception and Year 1, more adult support is required and we therefore work with parents and carers in the following ways:

- providing clear instructions for parents;
- using pre-recorded videos from teachers with clear modelling and physical resources;
- encouraging use of everyday objects to ensure learning at home is physical;
- increasing flexibility in terms of how activities are completed and submitted;
- providing choices of tasks and open-ended activities; and
- regular story reading from teachers which is either live or pre-recorded.

Remote education for self-isolating pupils

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

Rather than having a daily Google Meet session, teachers will keep in touch via regular 'check-in' phone calls. Where possible, in recognition of the importance of a structure, teachers will endeavour to create a 'school day' approach.

In each case where remote learning takes place, there may be circumstances which impact on the responsibilities below; they may need to be adapted in terms of how much time will be available for teachers to carry out all/some/none of them (e.g. if teachers are working in school due to partial closure).

The remote learning team, led by a senior member of staff, will ensure the best provision for children, given the circumstances.

When providing remote learning, teachers are responsible for:

- **Setting work:**
 - each day for the children in their classes;
 - which reflects the amount in a normal school day;
 - which reflects the school's broad and balanced curriculum, taking heed of incremental learning;
 - with frequent and clear explanations of new content, delivered through high quality resources; these may include pre-recorded lessons given by the teacher or from a high-quality source such as White Rose Maths;
 - in Google Classroom or printed packs, if accessibility is an issue;
 - which ensures consistency across the year group and to allow children with limited access to devices to complete the work; and
 - which supports the different learning needs in the class such as dyslexia, autism or language difficulties.
- **Providing feedback, throughout the week, on work which is submitted by its due date and time using e.g.:**
 - the 'private comments' section of Google Classroom;
 - recorded comments.

