



## Remote Education Statement – January 2021

### 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 if 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?**

Teachers will provide home learning activities from the first day of remote learning. This comprises of: Zoom meets and work set via Tapestry in Early Years and Google Meets and work set via Google Classroom for KS1 and KS2.

The Google Classroom work set will be done mainly through Google slides and Google docs, using the school templates. The school further supports children by providing video clips of learning opportunities, additional websites for games and resources.

Each classroom provides a unique daily timetable for all children informing pupils and parents of the live lesson timings and other activities for the day.

In addition, home learning packs will be re-issued and sent home to Key Stage 1, intermittently to support the children's learning.



#### **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?**

- Torriano teachers plan lessons following the current term's medium term plans for all subjects. The children will be accessing the same curriculum learning as if they were in school.
- Maths, English and phonics lessons will take place **daily for all children**. There will be a continued focus on new learning and consolidation of learning that has already taken place.
- We have needed to make some adaptations in some subjects, depending on the resources needed for the lessons that may or may not be so readily available within the home environment.

## 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:

- All pupils will have a **minimum of three hours work a day for KS1** and a **minimum of four hours work a day for KS2**. Teachers will be available online for children throughout the school day, with live teaching sessions taking place every day.
- A daily timetable will be shared at the beginning of each day.
- Teachers start with a live 'morning message' where they will take a register, greet the class, offer words of encouragement, celebrate class achievements and share the timetable of the day.
- There will be a minimum of two live lessons every day, maths and English will mainly be delivered as live lessons.

## Accessing remote teaching

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

- All learning will be provided digitally and is therefore accessible through any of the following devices: laptop, desktop, iPad, tablet, Chromebook, mobile phone device, Playstation 4, Xbox. A camera is needed to support live lessons.
- Tapestry (EYFS) and Google Classroom (KS1 and KS2) are our main learning platforms and all children have access to their appropriate platform using a USO and password. Busy Things, LGFL, Doodle Maths, Timestable Rockstars, Hegarty Maths, Phonics Play are also being used regularly to support some curriculum tasks.

### **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:

#### **Technology**

- We have surveyed all families asking them to communicate with the school if they need support with technology provision.
- Families have informed us how many devices they need. The school has access to a limited number of devices for loan to families to support home learning. These have been distributed to every family who requested a device.
- Due to a limitation on the amount of technology the school has, we currently expect that some children in home settings may have to share devices.
- We continue to source new devices to allow children to each have their own device.
- If you need a device to support your child, please inform the school office through [admin@torriano.camden.sch.uk](mailto:admin@torriano.camden.sch.uk) or call us on 0207 4240202.

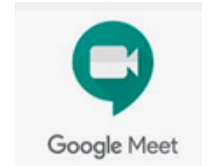
#### **Internet access - data**

- We have surveyed families regarding internet access.
- The school has been provided with sim cards with data available. Parents can use these by tethering the data to a Chromebook or inserting the sim card into their own compatible device.
- More sim cards are available on request through [admin@torriano.camden.sch.uk](mailto:admin@torriano.camden.sch.uk) or call us on 0207 4240202.

## How will my child be taught remotely?

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

- Live lessons throughout the day with the whole class.
  - EYFS – At least three Zoom meetings, providing explicit teaching opportunities for the following areas of Development Matters: phonics, literacy, mathematics, personal social emotional development, communication and language, understanding the world, expressive arts and design.
  - KS1 and KS2 – maths, English, phonics, reading daily. All other curriculum subjects taught as timetabled on a weekly basis.



- Videos will be used to support the teaching, both made by teachers if appropriate and using online resources such as NCTEM, LGFL.



- Lessons will be uploaded through Google Slides, allowing children to access the learning if they are unable to join the live teaching session.
- Breakout rooms and groups set up for teaching assistants and teachers to target identified children, ensuring progress in learning for all.



- Printed paper packs produced by teachers (e.g. workbooks, worksheets) where appropriate – available for parents / carers to collect as instructed by teachers.
- Reading books pupils have at home and online reading resources, e.g. Phonics Play, Oxford Owl.
- Music, PE, computing and French live lessons and videos will be delivered by specialist teachers.
- Live assemblies for all children will be scheduled into the week.

## 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?**

- We expect all children to engage daily in the learning and activities we are providing - this is to ensure continuity and progress in the learning they are undertaking.
- Children should adhere to behaviour expectations as outlined in the school values and online learning charter. Teachers will remind children of behaviour expectations regularly.

### **As set out in the Remote Learning Agreement, distributed to all parents, to facilitate online learning during school closure, parents should support pupils by:**

- Where possible, providing children with a workspace that is quiet and safe, with an adult nearby to support if necessary (age appropriate)
- Making sure your children are dressed appropriately
- Ensuring face-to-face communication is only between teachers and pupils
- Communicating with teachers via the school office if required.

### **Parents must:**

- Not record, share or comment on public forums about individual teachers.
- Make the school aware if their child is sick or otherwise cannot complete work by emailing or phoning the school.
- Support children with accessing the lesson if required.
- Seek help from the school if they require support to assist their children's learning.
- Allow the lesson to proceed without interruption.
- Raise concerns via the school's normal procedures and not during a live session.
- Read and sign the parental acceptable use agreement for remote learning

### **Staff will:**

Have high expectations and apply school policy; modelling safe practice and conduct themselves online during remote sessions as they would in the classroom. This includes:

- Following appropriate dress code
- Not taking or recording images for personal use
- Ensuring that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds
- Ensuring all sensitive documents or tabs are closed when screen sharing.

- Reading and signing the safeguarding policy addendum for remote education.

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

Teachers will keep a daily register informed by seeing the children within the live lessons or in receiving work from children within Tapestry or Google Classroom.

#### **Where engagement is a concern:**

- The class teacher will make contact with families via email or phone depending on the nature of the concern.
- If this attempt remains unsuccessful a member of the school senior leadership team will make contact.
- Teachers will make a note of conversations held with parents.

### **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:

- Group feedback via Zoom meetings (EYFS) and Google meets (KS1/2) to facilitate personalised verbal feedback.
- Self-assessment tasks via the learning platform (Google forms) will be used by teachers when appropriate – pre and post assessments.
- Verbal feedback given as work is taking place within small group meetings and as appropriate within normal response in live sessions.
- EYFS and KS1 to share work through the camera and receive verbal feedback daily.

## 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:

To support families to deliver remote education for pupils with SEND, the school will:

- Differentiate learning activities so they are accessible to children's needs.
- Adjust pace and / or difficulty of sessions as required.
- Respond to the needs of children and families on a case-by-case basis.
- Provide resources/visuals to support online learning where possible.
- Liaise with professionals for further advice when needed.
- Check in with families regularly to support online learning and provide a single point of contact for families to access SEND advice: [inclusion@torriano.camden.sch.uk](mailto:inclusion@torriano.camden.sch.uk)

## 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?**

- Class teachers will post daily lessons and activities on the Google Classroom for the children self-isolating. These lessons and activities will mirror those taking place in school.
- Paper packs can be sent home if necessary.
- Chromebooks and internet access will be provided to children self-isolating if needed.
- Parents will need to take a more active role in supporting the child's learning throughout the period of isolation.