



Clifton Primary School’s remote education provision: information for parents

This information is intended to provide clarity and transparency to children 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 children are self-isolating, please see the final section of this page.

**The remote curriculum: what is taught to children at home?**

A child’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 children being sent home?**

All children have been given access to the learning platform Seesaw. They also have log ins to access TTR and Spelling Shed. Get epic reading access has also been established. Enough materials will be placed on the platform to engage your child for the first few days.

For those parents struggling with this – paper packs are also available.

All parents have access to the staff webmail and can access the school office via telephone or email. We will respond within 24hours.

**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?**

EYFS and Key Stage 1	Up to three hours of learning each day
Key Stage 2	Up to four hours of learning each day

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we have had to change some of the science investigations, which will still be enjoyable and educational.

**Remote teaching and study time each day; How long can I expect work set by the school to take my child each day?** For details of your child’s time table please see last page.

We expect that remote education (including remote teaching and independent work) will take children broadly the following number of hours each day:

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

We are using Seesaw / TTR / Purple Mash / Spelling Shed / Get epic and Oak Academy lessons.

All lesson will be up loaded onto Seesaw for your child to access.

**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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- School has been given a very limited number of devices which it may loan to parents. Criteria for this will be discussed if the parent contacts Mrs Roaden, the school learning manager in the first instance. School has already surveyed parents to see who has got access to devices / the number of devices in each home to ensure fair access to those who really need it.
- Parents have been directed to support for internet supplies on the website and via text.
- Children can access any printed materials needed if they do not have online access via the school office.
- Children can send their work in via email or in person. Teachers will review it and contact the child to talk through their work.

**How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- online lessons provided by the teacher with voice over information and instructions
- Stories provided by the teachers – read aloud with questions for the parents to ask their child
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Independent exercises that the children can undertake
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books children have at home and on line
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities e.g. researching a Roman Shield – designing and creating own, or creating the inside of a Victorian house.

**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 to see the children all engaging with the remote education. =
- We expect parents to support the child in helping them with routines and accessing the learning.
- We understand that this may not all take place within the school day as parents are working, but we do expect that the core lessons set are completed.

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

- All work is marked daily and feedback given to the child by class teachers / teaching assistants/ learning mentors and senior leaders.
- Errors and misconceptions are sent back with instructions for improvement.
- All work undertaken by the child is marked/ assessed and logged.
- Absence at 'school' is monitored and reported upon weekly.
- Parents are contacted as a minimum – weekly either via phone/ email or text. If no response is received or improvement in the accessing of the work seen, this is passed onto the Senior Leadership team to act upon.

**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 child work is as follows:

Children will receive feedback on their work daily. It may be a written comment / a 'like' or verbally recorded on their work.  
Pink and green as per the marking policy will still be used.  
Children will be given 'fit – its' and 'challenges' to help them progress in their learning.  
Feedback on paper based learning will be on the work itself, via text or through phone calls with the child and the teacher.

**How will live lessons be undertaken and what are school's expectations?**

With the on line lessons running staff will seek to add 'live' sessions. These will be timetabled and shared with parents beforehand.  
Parents will be expected to give consent to their child attending the session and confirm that they will be present at the live sessions although not necessarily on screen. This will help to safeguard everyone involved.  
Children at Clifton Primary know how to behave. They are expected to behave as per the standards set in the school's behaviour policy and the Clifton promises.  
The teachers reserve the right block children who are disruptive or not following the right standards on the screen, through discussion with senior managers.

**Additional support for children 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 children, for example some children 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 children in the following ways:

- Most families whose child has an EHCP or who are on the SEN register will be contacted by the Pastoral Team to discuss provision in lines with the child's needs.
- Work on the remote learning platform has to be differentiated for all children.
- Home learning packs will also be tailored to individual need.
- Children with SEN codes, struggling to access remote learning are invited into school to work with teachers in class bubbles

**Remote education for self-isolating children**

Where individual children 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 children 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?**

The work set in lessons under these circumstances will be adapted to enable the child self-isolating to engage with them.

The lessons will broadly follow the class timetable and a member of the staff team will be in touch with the child

Support via the class teachers email and seesaw will also enable the child to engage with the sessions.

Examples of the class timetables:

LKS2 Session	Monday	Tuesday	Wednesday	Thursday	Friday
1	English	Guided Reading	PE	Maths	English
2	Maths	English	DT	Guided Reading	Guided Reading
3	Reading Vipers	Maths	Spelling Shed/ TTR	Geography	Maths
	L	U	N	C	H
4	Science	Spanish	Get Epic reading	English	RE

January 2021 Timetable within school

EYFS	9:00	10:00	11:15	11:30 – 1:00	1:00	1:00 – 2:00	2:00	2:45
<b>Monday</b>	RWI Letter formation, word time & hold a sentence.	Maths/ Lit With focus.	Tidy, toilet, Lit/Maths input.	Dinner in the hall and then outdoor provision.	Specific area activities <b>EAD</b>	Afternoon activities	Readers	Tidy and get ready to go home.
<b>Tuesday</b>	RWI Letter formation, word time & hold a sentence.	Maths/ Lit With focus.	Tidy, toilet, Lit/Maths input.	Dinner and then outdoor provision.	Specific area activities <b>UW - T</b>	ICT with Kerry	ICT with Kerry	Tidy and get ready to go home.
<b>Wednesday</b>	RWI Letter formation, word time & hold a sentence.	Maths With focus.	Tidy, toilet, Lit/Maths input.	Dinner and then outdoor provision.	Specific area activities <b>P4C/RE/Pict ure News</b>	1:30 PE with MUFC	Readers	Tidy and get ready to go home.
<b>Thursday</b>	RWI Letter formation, word time & hold a sentence.	Maths/ Lit With focus.	Tidy, toilet, Lit/Maths input.	Dinner and then outdoor provision.	Specific area activities <b>PSHRE</b>	Afternoon activities	WELLCOMM	Tidy and get ready to go home.
<b>Friday</b>	RWI Letter formation, word time & hold a sentence.	PE in the hall.	Tidy, toilet, Lit/Maths input.	Dinner and then outdoor provision.	Specific area activities <b>Maths/Lit focus</b>	Afternoon activities	Readers WELLCOMM	Tidy and get ready to go home.

Separate planning sheet for the afternoon activities. Each will be given a specific date.

Session	Suggested timings:	Monday	Tuesday	Wednesday (Creative Day)	Thursday	Friday
<p>You must read for at least 15 minutes Monday to Friday. Re-read old books; new books; magazines; newspapers – any type of reading. Enjoy 😊            You must also ensure that you complete the online sessions which have been set for you on TTR and Spelling Shed.</p>						
1.	9.00-10.00	Maths	Maths	Mindfulness/ Yoga	Science	Arithmetic
Take a break – 15 minutes.						
2.	10:15 – 11:15	English	English	PE – Link to Dance lesson	English	English
Take a break – 15 minutes.						
3.	11:30 – 12:30	VIPERS – Street Child (Chapter 7)	Comprehension – Banardo	Music	Vipers – Street Child (Chapter 8)	Teacher reading: Listen to chapter 9 of 'Street Child' and VIPERS
Time for food! Enjoy your lunch.						
4.	1:30 – 3:00	History - Victorians	Spanish and Spelling	Art/D+T	Maths	R.E
Finished for the day 😊 Enjoy!						

KS1 timetable – This is what we are doing in school, it is for guidance only.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 10	Spelling	Grammar	Art/DT	Grammar	Spelling/spelling shed
10 - 11	English	English	Jigsaw	English	English
11 - 12	Maths	Maths		TTRS/Hit the button	Maths
12 - 1	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1 - 2	Phonics/reading	Phonics/Reading	Sports Yoga	Phonics/reading	Phonics/reading
2 - 3	Science	History	Dance Outdoor games, led	History	Science

