

8 January 2021

Dear families

### **Remote Learning Update 3**

Thank you for your support and feedback this week; we are proud of our genuine three-way partnership with students, staff and parents.

As previously communicated, the academy is moving to Microsoft Teams, Microsoft Outlook (email) for Years 1-6 and Tapestry for EYFS as the main platforms for our asynchronous remote learning provision on Wednesday 13 January.

The Parent Guide to access Microsoft Teams and Microsoft Outlook (email) can be found [here](#). Parents of students in EYFS can make themselves familiar with the Outlook part of the guidance although Tapestry has the functionality of being able to communicate with your child's class teacher directly.

Parents were sent their child's email address and password via text message. If you have not received this, please email your child's class email address which can be found on the previous remote learning letters communicated this week.

This letter is intended to provide clarity and transparency to students and parents / carers about what to expect from the academy's remote learning during this national lockdown and our approach is informed by research from the Education Endowment Foundation (EEF) (see Appendix A).

A range of support documentation for families in relation to supporting wellbeing and mental health in addition many other areas is available on the academy website by following [this link](#) and navigating to the **Downloads** section.

I hope this provides reassurance and clarity about our remote learning offer; thank you for your continued support and stay safe.



**Mr Robbins-Ross**  
**Principal**



## The remote curriculum

### Will my child be taught the same curriculum as they would if the academy was open as normal?

The curriculum delivered will closely mirror the academy's normal curriculum where possible and lessons will be planned and well-sequenced so that knowledge and skills are built incrementally with clarity about what is intended to be taught and practised in each subject.

### How long can I expect work set by the academy to take my child each day?

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

Key stage	Expectation
EYFS (Reception)	3 hours
Key stage 1 & 2 (Year 1 – 2)	3 hours
Key stage 1 & 2 (Year 1 – 2)	4 hours

## Accessing remote learning

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

For EYFS, work will be set via Tapestry, Mathletics, Purple Mash and Timestables Rockstars.

For Years 1-6, Microsoft Teams and Purple Mash will be the main platform for the delivery of remote learning in addition to Mathletics and Timestables Rockstars.

Any interaction with students by email, or by any online platform, will be conducted with the same level of professional formality as would be expected in the classroom.

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

We are awaiting a very limited number of laptops from the Department of Education and these are prioritised to disadvantaged students (Pupil Premium students) who do not have access to any electronic device (laptop / tablet / console). Microsoft Teams and Tapestry can be accessed via smartphones and we have already communicated ways to increase data allowances for families.

If you are in a house which shares a device between siblings, the minimum expectation of 3 hours remote learning should allow access for one device to be shared where necessary.

If your child is unable to get access to any of the devices listed above and have not had a place confirmed at the critical worker provision at the academy, please complete [this form](#) by 6pm on Sunday 10 January so we can support in making arrangements to access remote learning but please note we have a very limited number of devices which are prioritised for disadvantaged students.

### How will my child be taught remotely?

We take several approaches to teaching remotely. These include:

- pre-recorded teaching (including video / audio recordings made by teachers)
- knowledge organisers and revision guides
- Oak National Academy video recordings for Maths as they are extremely high quality and explicitly follow Ark Maths Mastery
- reading books students have at home plus Reading Cloud e-books
- learning platforms such as Purplemash, Mathletics, Tapestry and Timestables Rockstars

## 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 would expect students to engage fully with all the work set. Parents / carers will need to regularly check on their child to make sure they are able to access the work and, if they are struggling, also support where possible.

We believe that routines are key to success and, therefore, parents / carers should support their child in keeping to a routine, just as they would at school. Maintaining a routine will support with the mental and physical health of children and will also mean they maintain good habits for learning and are ready for the return to school.



Parents should encourage their child by creating the conditions for them to be successful: high expectations; knowing what work has been assigned; creating space and providing necessary resources; directing students to their teachers via email / Tapestry.

If your child is having difficulty with the work set, you must contact your child's class teacher who will endeavour to support.

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

We will maintain weekly checks of the engagement from individual students. A weekly check-in survey will be communicated with your child via email or Microsoft Teams so we can get further meaningful feedback from them. Please support them to complete this if they cannot complete independently. This will be communicated at 9am each Friday and should be completed by 12pm the same day. If we have concerns over the completion rates of individuals, we will contact parents and work collaboratively to address any issues. Again, if you feel your child is not completing sufficient work, please contact the academy to seek advice.

A broad timetable can be found below but this will be adapted by EYFS class teachers and communicated separately to EYFS parents. All communication regarding the lessons will take place via Tapestry / Teams / Email. It is important that you keep up to date with any communication and ensure your child is completing the work as expected.

<b>Time</b>	<b>Duration</b>	<b>Subject</b>
<b>9:00am</b>	Up to 45 mins	<b>Maths</b>
<b>9:45am</b>	15 minutes	Break
<b>10:00am</b>	Up to 45 minutes	<b>English</b>
<b>10:45am</b>	15 minutes	<b>Yoga</b>
<b>11:00am</b>	Up to 45 minutes	<b>Purplemash Learning Platform</b>
<b>11:45am</b>	45 minutes	Lunch and break
<b>12:30pm</b>	Up to 45 minutes	<b>Afternoon lesson</b>
<b>1:15pm</b>	15 minutes	Break
<b>1:30pm</b>	Up to 45 minutes	<b>Mathletics / Timestables Rockstars</b>
<b>2:15pm</b>	Up to 30 minutes	<b>PE / Mindfulness</b>

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

Students will submit work electronically using a variety of different systems, dependent on their year group. This will allow for staff to check for any gaps or misconceptions and consequently provide feedback.

For EYFS, this will be through the Tapestry platform. For Years 1-6, this will be through Microsoft Teams; Purplemash and via Outlook (email) where photographs of completed work can be emailed to the class email address.

Providing timely and helpful feedback is a cornerstone of good teaching and learning and, whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work they are required to submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case during remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as work completed in school. Teachers are encouraged to ensure that, when they set assessed work, it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- using the "Comments" function in MS Teams as well as comments provided via Purplemash
- sending individual and groups of students specific feedback via their academy email address

The timeframe for feedback will vary by subject but deadlines will be set for work to be completed to ensure teachers have sufficient time to provide feedback. The frequency will follow the expectations set during normal teaching periods; this will be daily feedback for maths and English with feedback for other subjects being given before the student next has the lesson.

### **Additional support for students with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote learning?**

We recognise that some students, for example those with special educational needs and disabilities (SEND), may find it more challenging to access remote learning without additional support from adults at home and we acknowledge the difficulties this may place on families are working with parents / carers to support those students in the following ways:

- teachers will ensure that work is accessible for all students when setting online tasks
- the Mountain Rescue team will maintain contact with students requiring regular support by email or phone with parents / students
- provision for students with EHCP is in place inside the academy



## Safeguarding and remote learning

An Online Safety and Acceptable Use of Information Technology policy is available on our Trust website. All staff have received training on safeguarding expectations that are specific to remote learning.



## Appendix A

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors that determine the effectiveness of live classroom teaching. For example:

- ensuring students receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling students to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

Live classrooms enable important interaction between teachers and students through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote learning recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support student motivation and lead to better progress.

It is recognised that very young students are likely to have particular needs which cannot easily be met in some of the ways described above. For such students, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these students is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

For many students with SEND, the teaching envisaged by this guidance would need to be adapted. SEND students have a wide range of specific needs. Their teachers and schools are likely to know these needs best and how they can be most effectively met to ensure students continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Here is a summary of key resources for parents provided by the EEF:

[COVID-19 support resources](#)

[Tips for smooth home learning](#)

A link to Oak National Academy can be found here [Oak National](#)

