



VALLEY INVICTA
ACADEMIES TRUST

Remote Education Provision Information for Parents

Valley Invicta Primary School at Holborough Lakes

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Remote Education Provision

Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/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?

Children will be able to access Microsoft TEAMS from day 1 of remote learning. Children will be offered resources, such as stationery and exercise books.

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 have needed to make some adaptations in some subjects. For example, Physical Education may be a challenge or children will receive a link to a PASS pre-recorded session.

Remote Teaching and Study Time Each Day

How long can I expect work set by the school to take my child each?

When being taught remotely, your child's school is expected to set meaningful and ambitious work each day in several different subjects. Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:

<p>Primary school-aged pupils</p> <ul style="list-style-type: none">• 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)• 4 hours a day for KS2 (years 3-6, when children are aged between 7 and 11)	<p>Pupils will receive a minimum of 4 hours interactive learning per day.</p> <ul style="list-style-type: none">1-hour English1-hour Maths1-hour Foundation Subject30-minute interactive reading session15-minute assembly20-minute story time <p>KS 1 Pupils can access pre-recorded sessions for phonics.</p>
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	There are also interactive PPT sessions, which allow pupils to work through set tasks.
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Accessing Remote Education

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

Lessons will be moved to Microsoft Teams immediately with this provision in place from day one.

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:

- Parents may access iPads and other devices from the school, parents will receive a ParentMail Form to complete.
- Parents can collect the devices from school, where they will complete a form, outlining an agreement to ensuring the equipment is looked after.
- Parents can request printed versions of worksheets via s.ferguson@holboroughlakes.viat.org.uk, or message the class teacher via Class Dojo.
- Pupils will submit their work via Class Dojo, onto their portfolios.

How will my child be taught remotely?

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

- Live teaching (on-line lessons).
- Recorded teaching (eg. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (eg. workbooks, worksheets).
- Textbooks and reading books pupils have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as PASS, BBC Bitesize.
- Interactive Apps such as TTRS, PIXL Unlock and Accelerated Reader.
- Creative Challenges which link to wellbeing and life skills.

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 pupils to engage in some live lessons, all activities are accessible via the school’s website and Class Dojo, therefore parents can access these at a time which suits them.
- Children are expected to upload work completed to Class Dojo by 4pm each day. Class teachers monitor Class Dojo throughout the day and respond to work submitted.
- We understand that working parents may have challenges to submit work and we ask them to contact the class teacher.
- Mrs Green is available to support parents remotely by contacting them if they have any technical issues.

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

- Teachers take registers throughout the day to check pupil's engagement. If children have not submitted work or have not attended the live sessions, a member of SLT, or Mrs Green, our SEN assistant will make contact.
- If we do not hear from parents for a period of 3 days or more, the school will arrange for a wellbeing check.
- The school will closely monitor identified vulnerable children and offer provision in the school, if they have not already taken up a place.

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:

- The Class Teachers will monitor progress via the work submitted on Class Dojo.
- Children will receive daily feedback on work submitted.
- Children are encouraged to complete 'Accelerated Reader Quiz.' As soon as they have completed a book.
- The school uses low stakes quizzes, to assess pupils' knowledge over time.
- Each week the children are encouraged to complete a weekly reflection sheet, which teachers will use to inform their future teaching.

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:

- Regular support from the school's SENCO via email, phone or TEAMS.
- Personalised learning resources can be provided to meet your child's specific needs.
- Offering access to online learning programmes your child normally takes part in, e.g. Nessy or Sensory Circuits.
- 1:1 or small group sessions via TEAMS.
- Regular wellbeing check-ins.
- Continued work with outside agencies supporting you/your child.
- Support is given to younger children, via pre-recorded, 1:1 bespoke live sessions and speech and language intervention.

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?

Children will be able to access work from the school's website. Parents can download activities to complete with their child. Furthermore, class teachers will upload daily work to Class Dojo, which is the same offer as their peers in school. Parents are encouraged to submit work to their child's portfolio, where feedback is offered.