



Urbis Academy Trust  
Esse Optimus Qui Possum

# Mayville Primary School

## Remote Education Information

### for Parents

### 2020-2021

**Approved by:** Ms Komorowska

**Date:** 1 February 2021

**Last reviewed on:** February 2021

**Next review due by:** February 2022

## REMOTE EDUCATION PROVISION: 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 where national or local restrictions require entire cohorts (or bubbles) to remain at home.

### 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?**

In the first day or two of remote education, your child will be provided with lessons that they can get started on from home. This may be through Google Classroom, with pre-recorded lessons, ensuring the continuation of our curriculum. If children do not have a device at home and require a learning pack, the first couple of days is the time to request these from our school office.

#### **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. We pre-record our reading, writing, maths, science and topic lessons and make them available for our pupils through Google Classroom. The learning materials provided through Google Classroom are also printed for the learning packs provided.
- Our teachers ensure that the topics of all subjects e.g. history, geography and RE, that were due to be taught at school, continue as planned.

## 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:

#### EYFS

**2 hours 20 minutes**

**9:35am Google Meet with Class Teacher: 15 minutes.**

#### Morning activities

Directed phonics: 30 minutes.

Directed literacy: 25 minutes

Directed maths: 25 minutes

#### Afternoon activities

Directed expressive arts and design: 15 minutes

Directed understanding the world: 15 minutes.

End of the day – song and physical activity: 15 minutes.

**SEE TIMETABLE BELOW**



9:30-10:30am	<p><b>PHONICS:</b> see daily phonics video and challenge on Google Classroom.</p> <p><b>HANDWRITING:</b> can you write your letter sounds?</p> <p><b>LITERACY:</b> See the weekly plan under <b>CURRENT LEARNING</b> section on <b>Google Classroom.</b></p>	 School work
10:30-10:45am	Exersice: use the video posted on Google Classroom to get moving.	 Exercise
10:45-11:15am	<p><b>Maths:</b> number practise- can you order your numbers? How far can you go? To 20? Can you write your numbers to 20?</p> <p><b>MATH:</b> see the weekly plan under <b>CURRENT LEARNING</b> section on <b>Google Classroom.</b></p>	
11:15-12:00pm	<p>Allow children to play and have free choice.</p> <p>Then give children responsibility, are there any household tasks they can help with?</p> <p>Washing up? Tidying away toys?</p>	 play  Help tidy up the house.
12:00-1:00pm	<p>Eat lunch together and if possible allow children to help with lunch preperation.</p> <p>You can even ask them to help create a daily menu.</p>	 lunch
1:00-1:15pm	<p><b>UW- complete a weekly task within UW ( Understanding the World) – weekly plan under CURRENT LEARNING section on Google Classroom.</b></p>	 School work
1:15-1:30pm	<p><b>EAD- complete a weekly task within EAD (Expressive Arts and Design) – weekly plan under CURRENT LEARNING section on Google Classroom.</b></p> <p>OR you can make something, draw, colour, make a fort, cook, bake or play a board game.</p>	 Get crafty
1:30-2:30pm	<p>Treat time: after hard work all day, the children can select an activity and this can be their reward.</p>	 tablet  Calm play  play
2:30-3:00pm	<p>End the day postively</p> <p>Tidy up after activiites</p> <p>Share a story together</p> <p>Complete daily exercise video</p> <p>Take a family walk- keeping your distance from others.</p>	 story  walk with family

## **Key Stage 1**

### **Year 1**

**30 minutes:** Google Meets with Class Teacher (at 9 am)

**1 hour:** Maths/Arithmetic lesson

**1 hour:** Literacy lesson

**1 hour:** Topic/Art/RE/Science lesson (depending on the weekly timetable)

**1 hour:** daily exercises, daily online safety quiz, reading for pleasure.

Some children (EAL pupils) may have to complete a half an hour EAL task once a week. All children complete a short Rights Respecting activity once a week and practise 10 spelling words.

**30 minutes:** Phonics

### **Year 2:**

**30 minutes:** Google Meets with Class Teacher (at 9 am)

**1 hour:** Maths/Arithmetic lesson

**1 hour:** Literacy lesson

**1 hour:** Topic/Art/RE/Science lesson (depending on the timetable)

**1 hour:** daily exercises, daily online safety quiz, reading for pleasure.

Some children (EAL pupils) may have to complete EAL work once a week. All children complete a short Rights Respecting activity once a week and practise 10 spelling words. Some children also have phonics to complete three times a week. These are the children who did not pass the phonics screening check in Dec 2020.

## Year 1 learning schedule

	9:00 – 9:30	9:30 – 10:30	10:30 10:45	10:45- 12:00	12- 1.00	1:00 – 2:00	2:00 2:15	2:15 – 3:30
<b>MONDAY</b>	Google Meet	Maths	Break	Phonics Handwriting	LUNCHTIME	Science	BREAK TIME	Science
<b>TUESDAY</b>	Google Meet	Maths		Phonics Handwriting		TOPIC		TOPIC
<b>WEDNESDAY</b>	Google Meet	Maths		Phonics Handwriting		RE		ART
<b>THURSDAY</b>	Google Meet	Maths		Phonics Handwriting		PE		PE
<b>FRIDAY</b>	9:20- 9:40 Google Meet	Maths		Phonics Handwriting		ICT		3:00 3:30 Interactive games

## Year 2 learning schedule

	9:00 – 9:30	9:30 – 10:30	10:30 10:45	10:45- 12:00	12-1.00	1:00 – 2:00	2:00 2:15	2:15 – 3:30
MONDAY	Google Meet	Maths	BREAK	Literacy and exercise	LUNCHTIME	Topic	BREAKTIME	Topic
TUESDAY	Google Meet	Maths		Literacy and exercise		PE		PE
WEDNESDAY	Google Meet	Maths		Literacy and exercise		Science		Science
THURSDAY	Google Meet	Maths		Literacy and exercise		Topic		Topic
FRIDAY	Google Meet	Maths		Literacy and exercise		RE/Art		RE/Art

## Lower Key Stage 2

In Years 3 and 4, children will follow approximately 4 to 5 hours of remote teaching every day. These cover numeracy, reading, literacy and a variety of Topic-based subjects. Each day begins with a live Google Meet session where children prepare for the day ahead. Children then follow a guided learning schedule:

### Year 3:

Google Meet: 30 minutes (This time includes spellings, mindfulness and fun activities over the week)

**Numeracy:** 1 hour

**Literacy:** 1 hour

**PE:** 30 minutes

**Topic:** 1 hour

**Reading for pleasure:** 30 minutes

### Year 3 Daily Timetable for Home Learning

Time Day	9:00-09:30	9.30-10:30		11:00-12:00		1:00-1:30	1.30-2.30	2.30-3.00
Mon	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Topic – Geography/ History/ Art	Reading – for pleasure or read along online
Tues	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Topic – Geography/ History/ Art	Reading – for pleasure or read along online
Wed	Live Morning Welcome on Google Meet	Maths	Break	Literacy/ Reading	Lunch	PE –Online with Rob/MrStephens	RE	Reading – for pleasure or read along online
Thurs	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Computing	Reading – for pleasure or read along online
Fri	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Science	Reading – for pleasure or read along online

### Year 4:

Google Meet: 30 minutes (This time includes spellings, mindfulness and fun activities over the week)

**Numeracy:** 1 hour

**Reading:** 40 minutes

**Literacy:** 1 hour

**PE:** 30 minutes

**Topic:** 1 hour

Other focus activities relating to outdoor learning, rights respecting or other areas of interest are given on an ad-hoc basis.

EAL children are giving some additional work during the week to support their learning.

**Year 4 Daily Timetable for Home Learning**

Time Day	9:30-10:00	10.00-11:00		11:10-12:10		1:00-1:30	1.30-2.30	2.30-3.10
Mon	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Topic – Geography/ History/ Art	Reading
Tues	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Topic – Geography/ History/ Art	Reading
Wed	Live Morning Welcome on Google Meet	Maths	Break	Literacy/ Reading	Lunch	PE –Online with Rob/MrStephens	RE	Reading
Thurs	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Computing	Reading
Fri	Live Morning Welcome on Google Meet	Maths		Literacy/ Reading		PE –Online with Rob/MrStephens	Science	Reading

## Upper Key Stage 2

Children are provided with an online learning timetable similar to their school lesson timetable, and students are expected to follow this timetable. However, if children have to share devices at home with their siblings, then concessions can be made with regards to the accordance of the learning schedule; but, all work must be submitted by the end of the school day.

### Year 5:

Children daily receive approximately 2 hours of live teaching by their teachers. Additional sessions are available for children who would like support via Google Meet for core subjects. Teachers are available during school hours to support children with remote learning.

Term: Spring term 1  
Maths GM = 10AM Literacy GM = 11AM

## Year 5 Timetable

Time	9.00 – 10.00	Break	10.30 – 11.00 11.00 – 12.30	Lunch	1.30 – 2.30	3.00 – 3.30
Monday	Maths GM Maths support – Ms Wells	5 a day - Utube	Google Meet 11AM •Literacy task •Reading task	Lunch	•Topic History/ Geography •PE	Meditation
Tuesday	Maths GM Maths support – Mrs Alam	5 a day - Utube	Google Meet 11AM •Literacy task •Reading task		•Computing /French/Singing •PE	Meditation
Wednesday	Maths GM Maths support – Mrs Alam	5 a day - Utube	Google Meet 11AM •Literacy task •Reading task GM Literacy support – Ms Wells		•Science •PE	Meditation
Thursday	Maths GM Maths support – Ms Wells	5 a day - Utube	Google Meet 11AM •Literacy task •Reading task		•PSHE/RE •PE	Meditation
Friday	Maths	5 a day - Utube	Google Meet 11AM •Literacy task Reading task GM Literacy support – Ms Wells		•Art and DT PE zumba	Meditation

## Year 6:

Children daily receive approximately 2 hours of live teaching by their teachers: 1 hour of mathematics, and 1 hour of literacy. The children are then given 2 hours to complete the set tasks in maths and literacy, and submit their work to their teachers. In the afternoon children are set learning in the foundation subjects (Geography/History/Computing/Music) using the Oak National Academy website, which contains video lessons, quizzes and activities. The children also receive a daily (30-40minute) PE activity session by our school's PE coach.

Term: Spring term 1  
Week beginning: January 2021

## Year 6 Timetable

Time	9.00 – 10.00	Break	10.30 – 11.00	11.00 – 12.30		1.30 – 2.30	3.00 – 3.30
Monday	Maths	5 a day - Utube	Google Meet	<ul style="list-style-type: none"> <li>Literacy task</li> <li>Reading task</li> </ul>	Lunch	<ul style="list-style-type: none"> <li>Topic History/ Geography</li> <li>PE</li> </ul>	Meditation
Tuesday	Maths	5 a day - Utube	Google Meet	<ul style="list-style-type: none"> <li>Literacy task</li> <li>Reading task</li> </ul>		<ul style="list-style-type: none"> <li>Computing /French/Singing</li> <li>PE</li> </ul>	Meditation
Wednesday	Maths	5 a day - Utube	Google Meet	<ul style="list-style-type: none"> <li>Literacy task</li> <li>Reading task</li> <li>Literacy GM</li> </ul>		<ul style="list-style-type: none"> <li>Science</li> <li>PE</li> </ul>	Meditation
Thursday	Maths	5 a day - Utube	Google Meet	<ul style="list-style-type: none"> <li>Literacy task</li> <li>Reading task</li> </ul>		<ul style="list-style-type: none"> <li>PSHE/RE</li> <li>PE</li> </ul>	Meditation
Friday	Maths	5 a day - Utube	Google Meet	<ul style="list-style-type: none"> <li>Literacy task</li> <li>Reading task</li> <li>Literacy GM</li> </ul>		<ul style="list-style-type: none"> <li>Art and DT</li> <li>PE zumba</li> </ul>	Meditation

## ACCESSING REMOTE EDUCATION

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

All children will access their remote learning through Google Classroom. All of our pupils have received their log in details during the autumn term and were set tasks using Google Classroom to familiarise themselves with the platform. We sent guides on how to access the learning to all parents/carers. Any parents still struggling, can get further support by contacting the school office.

## **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:

- If you do not have a device at home for your child to use, then you should contact our school office using the admin email. We may be able to provide our families with a device where this support is needed (subject to availability)
- Where families do not have the internet, they should follow the same procedure as with devices, and contact our school office.
- Printed materials (learning packs) will be provided to all pupils who do not have access to a suitable device, and for children with a particular special educational need whereby online learning is not appropriate. Parents should speak with the class teacher in this instance.
- Pupils struggling to upload their learning to the class teacher due to issues with internet, should contact our school office.

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

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

### **Remote teaching approaches:**

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. 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.

## **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?**

- It is our expectation that children participate in home learning each day and submit the tasks that they have been set by their teacher.
- Parental support, for remote learning to work, is vital. Our teachers set lessons at a pace and level appropriate for the children to approach as independently as possible. Parents may sometimes need to support their child in uploading the work, some of the understanding, and encouraging their engagement.

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

- Our teachers closely monitor the submission of the pupils' learning. They may sometimes comment on the standard of the work and give praise, tips etc. You can see these comments in Google Classroom.
- If engagement is a concern, the class teacher (or another member of staff) will telephone you to see how we can help.

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

Feedback is given to improve children's participation and work. It can take many forms and is always designed to enable the children to understand how they are doing and move them forward. Feedback should not be equated to 'extensive written comments' for individual children's work. 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:

### **Some of the ways your child's learning will be assessed:**

- Work Marked, either by the teacher or automatically on digital platforms, is an immediate form of feedback ('Have I done well on this piece of work, or are there things I need to work on?')
- Reactive Lessons & Planning - having noticed general issues with work being submitted, the teacher may use 'the next lesson' as a form of feedback. This is the most effective form of feedback, as it builds on known issues and conceptions.
- Self-assessment - the teacher puts up the answers to the questions from the previous day or the teacher asks the child to edit their work based on a success criteria.
- Use of the comment box in Google Classroom.

## **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:

### **How we will work with families to deliver remote education for pupils with SEND:**

- Teachers will continue to work with parents and carers as they are best-placed to know how the pupil's needs can be effectively met.
- They will continue to ensure that they make progress even if they are not able to be in school due to self-isolating.
- The school will make their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Staff will continue to work alongside parents, having regular discussions around how they are performing at home, discuss a range of helpful resources and when needed, provide modified work.
- We will make reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating.
- In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists.
- These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

## **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?**

If your child is isolating, the teacher will set them tasks, similar to the above, using Google Classroom or by providing learning packs. The work set will match what the child would be doing at school, to ensure a continuation of learning.