

Remote education provision at Colindale Primary School: information for parents



This information is intended to provide clarity and transparency to pupils, parents and 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 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 few days 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 three days of pupils being sent home?

Every teacher will record a message for their class which will be uploaded onto Microsoft Teams or Tapestry (Little Rainbows, Nursery, Reception). This message will explain what the home learning will consist of and outline each teacher's expectations.

Every child will be able to access three days of independent home learning, focused on current learning and also revisiting prior learning for practice and revision, in English, maths, science, art and PE. This will be made available in paper form – collected from the school main entrance at arranged times – and also online on the Home Learning Page of the school website at [Home Learning | Colindale Primary School](#).

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. For example:

Little Rainbows (2-Year-old provision) & Nursery

- We have a story topic each week and upload to Tapestry practical activity ideas based on the story for all areas of learning.
- We ensure the resources required for each activity can be easily found around the home.

Year 1

- We have revised earlier stages of phonics to support families who are unfamiliar with phonics.
- We are giving children time to video chat – talk to their friends without formal constraints of lessons. Children are missing their friends and feel lonely, so this is the focus of PSHE.
- In maths - children are drawing digits, rather than working with concrete as well – we are exploring what children can use at home instead of using dienes.
- Some aspects of showing science activities/events are being directed towards online videos rather than children being involved in practical experiments (You Tube). Parents are being directed to have practical experiences with children.

Year 2

- In maths - Children working more with drawing of digits, rather than working with concrete – we are exploring what children can use at home instead of using dienes.

Year 3 and 4

- Less technical language so parents can understand and help.
- Keeping to set topic lessons each day for the week to create routine. Covering most areas of the curriculum - RE, PE, Art, History, Geography, Spanish and PSHE.

Year 5 and 6

- Making sure the writing tasks and the grammar used in the English plans are familiar to the children, so they can reinforce and practise their skills.
- Providing glossaries for topic activities where vocabulary may be new or unfamiliar.
- Adaptations of practical lessons, such as Art, in order that these can be completed using materials found at home.

Remote teaching and study time each day

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

In **Key Stage 1** we offer 3 lessons a day (English, maths and topic) with additional handwriting and phonics/spelling practice, online access for books to read, as well as a range of PHSE activities. We also have Drop-in lessons, offering children extra time to engage and communicate with each other. There are also extension activities and links to chosen sites for further practice.

In **Key Stage 2** we offer 3 lessons per day, in English (with the main focus on writing), maths and one foundation subject, but there are also extensions and extra links for those children who need them. Additionally, there may be reading comprehension tasks, spelling, grammar or handwriting activities.

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

Nursery and Little Rainbows	1 hour a day
Reception	1 to 2 hours per day
Year 1	2 to 3 hours per day
Year 2	2 to 3 hours per day
Year 3	3 to 4 hours per day
Year 4	3 to 4 hours per day
Year 5	4 hours per day
Year 6	4 hours per day

Accessing remote education

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

Children can access online remote learning via our **school website** at [Home Learning | Colindale Primary School](#).

Paper copies can be collected from the school every Friday, Monday and Tuesday at designated times.

Many lessons – both recorded and live – take place on **Microsoft Teams**. Every child will be given a login in so they can join their classes online, access their online lessons, take part in lessons and upload their completed work.

All Little Rainbows (2-Year- old provision) Nursery and Reception children can access their remote learning through their parent's logins on **Tapestry**.

Every year group has a **designated email address** where parents can communicate with teachers and phase leaders, ask questions and upload children's work.

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:

- They can collect paper copies from the school along with notebooks, stationery and art resources.
- They receive phone calls from class teachers or/and support staff.
- In some cases the children will be invited to attend school.

How will my child be taught remotely?

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

- **Live teaching** (online lessons) in Microsoft Teams for Year 1 to Year 6 - whole classes, small groups and some 1 to 1 for pupils with special needs and who are new to English.
- **Recorded teaching** - video/audio recordings made by teachers in Microsoft Teams and on Tapestry for EYFS classes.
- **Printed paper packs** produced by teachers which include lesson plans, activities and worksheets.
- **Commercially available websites** support the teaching of specific subjects or areas, including interactive online teaching software e.g. Purple mash; video clips or sequences; White Rose maths; Espresso; BBC Bitesize; personalised practice of skills e.g. Mathletics, Oxford Owl, Phonics Play
- Live and recorded **PE lessons** targeted for each year group for the whole family to join in.

We also provide resources to help children participate in their lessons e.g. pencils, pens, whiteboards, exercise books and art resources.

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 pupils who are not able to attend school to engage with remote education in one of the forms on offer.
- We expect parents to support their children's learning, by setting them manageable routines, ensuring they have space and quiet in which to work independently and attend lessons and by helping them when needed.
- We expect those families who are struggling with any aspect of home learning to contact their child's class teacher or phase leader via email or the school office and let us know, so we can help.

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

- All classes have a daily register where we log how often children are engaging in the different forms of remote learning.
- All class teachers check their pupil's engagement during live lessons, through the work they submit and the paper copies their parents collect.
- EYFS staff check parent's engagement on Tapestry. They check who has logged on to Tapestry and which lessons they have viewed.
- Every week during the Senior Leadership Team meeting, attended by the headteacher, deputy heads, assistant heads, senior leader and school business manager, the registers are reviewed, poor engagement is noted and action decided upon. This will include contacting the parents and finding out how the school can help.

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

Feedback can take many forms. Our approach to feeding back on pupil work is as follows:

EYFS

- Teacher's feedback using the comments section on Tapestry where parents have uploaded photos and videos of children's learning.
- Reception teachers also hold Teams calls to speak to children and parents about the home learning and provide verbal feedback.

KS1 and 2

- Feedback on Assignments – just between the teacher and child/parent
- Positive feedback on Class Team - open to the whole class or group to appreciate and learn from
- Feedback on emails - just between the teacher and child/parent
- Feedback during live lessons - open to the whole class or group to appreciate and learn from
- Mark schemes for closed question activities so children can self- mark
- Comments and rewards for uploaded or emailed work

How often pupils will receive feedback on their work:

KS1: we ask families to send 2 English, 2 maths and 2 or 3 pieces of topic work to be uploaded for teachers to assess/mark every week

KS2: feedback in all live lessons/drop ins, as assignments/work is posted on teams or emailed, teachers respond promptly to uploaded/emailed work. Pupils are encouraged to upload daily with house points and other encouragements given by teachers. This is monitored by teachers via their class engagement document.

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 with special educational needs and disabilities (SEND) and those new to English, 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:

EAL (English as an Additional Language) Support:

There is an EAL support timetable for all New Arrivals and those children who are new to English. They receive daily live lessons in phonics, reading and English support as appropriate.

Where device access is an issue, we have prioritised them to borrow school laptops so that they can access their learning. Some have been classed as vulnerable enough to come into school.

Their engagement is also recorded by the EAL support staff and with discussion with their class teachers and SLT.

SEND (Special Needs and Disability) support:

The Assistant SENCo provides at least 3 hours per day of highly differentiated and personalised work for children with SEND in and out of school. The work is sent via email to parents, teachers and assistants by email and printed off to be collected by parents on a weekly basis. The work is individual and differentiated to the child's level and linked to the curriculum and EHCP targets/ school support targets as much as possible.

At least weekly contact is made with parents to see how things are going and a minimum of 3 calls per week are offered to each child to discuss learning, progress and to deliver interventions.

The Assistant SENCo sign-posts parents weekly to training and help that is available in Barnet.

The Assistant SENCo ensures parents know how to make contact with her and also ensures they know she will make time to listen to any concerns and to ensure she can link them with other professionals.

The Assistant SENCo Senco and Assistant Head for Inclusion organise meetings online with other professionals for individual children such as speech and language, occupational. physiotherapist and educational psychologist.

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?

Once a parent notifies the school that their child needs to self-isolate, they will be sent a pack of home learning which has been prepared by each year group team. The pack is relevant to what the children are doing in school and also offers opportunity to revise and practice prior learning. These packs are reviewed each term to ensure they remain relevant.

Completed work can be sent via the year group email and feedback given accordingly.

Lucy Rodgers, Headteacher 25.1.2021