



Treverbyn Academy

Remote Learning 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 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 day of children being sent home?

On Day one of your child not being in school, please use your child's login and the internet to access a variety of websites for general work. Below are a range of suitable activities and links with a suggested time for children to be engaged in each subject area.

Maths	30-60 minutes	Numbots / TT Rockstars / Sumdog/ White Rose Maths / Oak Academy - https://classroom.thenational.academy/schedule-by-year
English Writing	30-60 minutes	Choose an activity from Pobble 365 – an image with creative writing ideas to use - https://www.pobble365.com/ / Oak Academy
English Reading	30-60 minutes	Read your school reading book or read an online story using own reading book/ Oxford Owls, Accelerated Reader, the researchify link - https://researchify.co.uk/ / Oak Academy
Topic	30-90 minutes	Oak Academy – pick a subject of interest for your year group

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Treverbyn Academy, Stenalees, St Austell, Cornwall PL26 8TL

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Registered in England & Wales - Company No. 07387540

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Following the first day 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. This will vary depending on the subject and content. However, we may need to make some adaptations in some subjects:-

- **Maths** uploaded to Google Classroom/ Tapestry, following the sequence of mathematics being covered in the classroom at that time. This may be a combination of videos like **White Rose maths videos** (the scheme used in school), the **PowerPoints** shared in the classroom and resources/worksheets used in the classroom.
- **English** uploaded to Google Classroom/ Tapestry following the sequence of learning happening in the classroom. The quantity will be dependent on the year group of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom/ Tapestry for feedback. English tasks will consist of a range of:-
 - Reading using school phonic scheme books, Oxford Owl access and Accelerated Reader.
 - Writing will be supported by 'Talk for Writing.com' website.
 - Spelling and Grammar activities in line with the class timetable.
 - **Phonics for EYFS and KS1** to work on the sounds your child will be missing
 - **Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom/ Tapestry along with resources / worksheets. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on Tapestry/ Google Classroom which may make **use of the Government's 'Oak Academy' lessons, BBC bitesize or other appropriate online content.**
- Feedback.

As above and in addition:

- **Tapestry/ Google Classroom Class Message at least weekly**
- **Video Support** – we will arrange contact each week for the class so that groups of children can interact with their teacher to discuss their learning and talk with their friends, so supporting their well-being.
- **Learning/Support** which will look different depending on the age of the children. This may be guided reading/ Read Write Inc sessions, maths sessions or writing sessions provided/ delivered by the class teacher.
- **1:1 support** if your child receives 1:1 support, a more bespoke programme of support will be set unique to the pupil's needs. (This may include phone calls / video chats with your child's 1:1 support.) They will usually be expected to still complete the learning set on Google Classroom/ Tapestry.
- Pupil's work to be uploaded back to Google Classroom/ Tapestry for teacher marking.
- **Feedback** will be bespoke to individuals to identify any misconceptions and address these.

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Remote teaching and study time each day

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

The remote education provided will be equivalent in length to the core teaching children would receive in school and will include time for reading or watching video instructions and time for children to complete tasks and assignments independently.

EYFS/ Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	For children in Key Stage 2 this will be around 4 hours per day.

Accessing remote education

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

EYFS/KS1 content will be delivered through Tapestry
KS2 content will be delivered through Google Classrooms

From there you are able to access the work set for them, submit completed work and communicate with your child's teacher.

These can be accessed through your child's 'Wonde' login or directly through your child's Tapestry/ Google Classroom log in.

Children have access to the Wonde dashboard via the CHILD LOGIN button on the homepage of our school website.

Pupils will continue to be in contact with their class teacher through the learning platforms where they will be able to interact, ask questions and receive feedback on their work.

Through Wonde, children can also freely use Times Tables Rock Stars, Sumdog and other educational apps as part of their home learning.

In addition to school content provided, the Government's Oak Academy online lessons, BBC Bitesize, White Rose and TT Rockstars for maths and Accelerated Reader can be used for remote learning for every year group, covering a wide range of curriculum objectives.

<https://www.thenational.academy/>

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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:-

Devices:

Where we have them available, we will issue or lend laptops to children when the following circumstances occur:-

- Children in the household have no access to a computing device to interact with our online learning offer.
- There are several children in the household, all using 1 device to access online learning.
- Devices available in the household are not fit for purpose and therefore hindering the child's ability to interact with online learning.

Internet Access:

We will look to provide all families that do not have access to the internet with some form of internet connection including:-

- One of our Vodafone SIMS that provides families with 30GB of data for 90 days
- Direct them to the governments data boosting scheme where we can apply, on their behalf, for an increase in their 4G data allowance.
- Offer routers where available.

Printed Resources:

Any requests for paper-based learning materials will be considered on a case by case basis. In the first instance we will do our utmost to remove any barriers parents/ carers may be experiencing in regard to technology. Failing that we will look to provide children with our offline learning work.

Submitting Work:

Where children are struggling to upload online work through Tapestry/ Google Classroom they will be offered a stationary pack containing exercise books and basic stationary equipment. Parents can take a photograph of the work completed and send it to us from their phones. If this is not possible, the work completed in the books will be discussed with the class teacher during a telephone call and arrangements can be made for parents to bring work to the school.

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For support in the above matters, parents/ carers can contact school in the usual ways- email, telephone and through Tapestry/ Google Classroom.

How will my child be taught remotely?

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

-Recorded teaching - through external links, e.g. White Rose, Read Write Inc, Talk for Writing.com, Oak National Academy.

-There may be elements of 'live' teaching where pupils can have synchronous engagement, for example where pupils are able they can feed in comments and work during classroom teaching time for the teacher to comment on and share with the class and through pre-arranged activities where pupils can upload work synchronous to the pupils in class.

-Pre-recorded videos – instructional videos/ audio provided by class teachers and shared through Google Classroom.

-Commercially available websites supporting the teaching of specific subjects or areas, including, images, video clips or online activities.

-Teacher prepared resources and tasks.

-Printed resources - the teacher will have the discretion to send home paper resources if they feel these are needed to meet the needs of individual children.

-Workbooks – the teacher will have the discretion to send home workbooks if they feel these are needed to meet the needs of individual children.

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 will try to follow the typical timetable of the school day with learning set in a sequence to build over the week/ unit of work. Therefore, work set for completing at home may not be revisited again in school, so it is important that children engage with

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this work at home as much as possible to prevent them from missing part of the sequence of learning.

Our expectations:-

- Children should engage with the home learning tasks set on a daily basis.
- A suggested timetable would be similar to a school routine. It is not essential that tasks are completed in this order, but a routine can be helpful in making home learning successful.
- Work should be submitted to their class teacher by uploading to Tapestry/ Google Classroom unless otherwise agreed.
- Children should complete most of the work provided independently, as this will support teachers to assess children accurately and set appropriate expectations and next steps.

However, parents should support children to engage in the tasks, providing explanations and guidance as needed.

- Children should be encouraged to read daily exploring a range of authors and text types and linking to Accelerated Reader quizzes.
- Children should be encouraged to engage in online class meetings that will be arranged by the class teacher on a regular basis. This will give children at home and in school a chance to meet together as a class.

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

Engagement in home learning is monitored throughout the week to ensure that work is being accessed and uploaded to Tapestry/ Google Classroom.

The use of applications such as Accelerated Reader, Times Tables Rock Stars and Sumdog is also monitored and used to support teachers ongoing planning and assessment.

Engagement with home learning is tracked centrally. If it is felt that children are not engaging sufficiently, then the class teacher will contact parents/ carers to discuss any issues and look at any support that may be needed.

If engagement continues to be a concern the Head of School will make contact and may in some circumstances offer a place at school to ensure they have the opportunity to learn effectively.

In some cases, referral to EWO may be applicable.

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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, our approach to feedback on children's work is as follows:

We will strive to provide pertinent feedback daily with more detailed feedback each week in English and Maths with next steps for moving their learning forward.

General and whole class feedback will be provided either in the 'stream' on Google classroom, during a video message or in discussion during online class meetings.

Where possible we will use pupil work to update teacher assessment- e.g. Spellings will be marked off against the core expectations for their year group and extended writing opportunities will be used to check progress against the core writing expectations for the year group.

Teachers may also wish to discuss your child's work or progress with you through a telephone conversation or online meeting if required.

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 children, for example those 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:

Children with SEND are set work matched to their needs and abilities, whilst recognising that they may not have the same level of individual support that is available to them in school.

Work may be similar to others in the class or a differentiated version of it. In some cases, work will be completely different to that of the rest of the class to enable children to continue working towards their Individual Education Plan (IEP) targets whilst working from home.

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We work with parents to find out what is and isn't working. We will adapt our provision accordingly and parents are also signposted to non-academic learning activities which help children build on skills for life.

Families will have regular and ongoing direct contact from a member of their child's class team to support with learning expectations.

Remote education for self-isolating pupils

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?

Where possible, children who are self-isolating will be set the work that they would be doing in the classroom at that time.

It may be that this work is adapted to enable it to be completed at home without it being taught directly by the teacher.

Work can be posted onto Tapestry/ Google classroom for children to access online or in agreement with the class teacher, can be sent as paper copies through the post.

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