



Elements Primary School

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EPS 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.

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?

It is EPS' aspiration to have Google Classroom available immediately in the event of any school closure.

This will be in the form of remote virtual learning direct from class teacher.

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, PE and/or practical activities may appear slightly differently in terms of practical applications:

- EYFS - Our youngest children are provided with work that follows a similar structure to the school day. Videos and tasks will be posted at regular times throughout the day to ensure a consistent routine.

Maths in EYFS follows White Rose Maths and is of a practical nature. Staff will record a video modelling the daily learning, task and key vocabulary. Children are then given an activity to complete that uses concrete resources.

Phonics lessons will be allocated to the children according to the phase/sounds they are learning and recorded by staff to follow the Supersonic Phonics Scheme that we use in school. They will be of an interactive nature and reflective of how phonics is taught in school so children are familiar with the structure. Children will have their reading book to practise at home daily and for longer closures, new reading books will be provided on the Classroom.

Children are given lots of opportunities to write through English or challenges. They have good modelling provided by staff and visuals to support formation. Writing links to the topic of the class and has cross-curricular links.

There are a vast amount of challenges and non-screen activities provided for the children that link directly to the EYFS curriculum to encourage learning through play.

- KS1 - Children are given a timetable that mirrors the one in school to keep the routine familiar.

Children begin their maths with an Early Bird quiz, which is supported by a video or resources to enable them to complete the activity as independently as possible. The Maths lesson follows the White Rose scheme, using the same topic as they would be doing in school. There is a video to support the teaching as well as a range of games to practice the skill before completing the given task.

English is modelled on slides by the teacher and supporting materials such as tricky words and sound mats are included in the task.

Phonics and reading are provided daily. Phonics is allocated to the due on the sound they are learning at this time and follows the schools I do, we do, you do model for using the sound in both reading and writing. Daily spellings are also included. Guided Reading again follows the schools VIPERS system and gives the children a model text extract to focus on.

Curriculum lessons are following the current topic and knowledge organisers have been provided to support key vocabulary and knowledge building. Tasks are practical and engaging.

Story time is read to the children by the staff.

- LKS2 - Children are presented each morning with a 'Plan Of The Day'. This coincides with the timetable the children experience within school.

Early Bird continues as normal to allow the settling in period before the main Maths lesson. The Maths sessions are directly link to the Maths Hub which is what each child in every year groups accesses on a daily basis in school. There are supporting videos and pre-recorded modelled examples where appropriate to support the children in completing their activity sheet.

Guided Reading and English sessions are also directly linked to the current genre/Topic being taught in school. Google slides and additional supporting materials are also offered in a similar format to what the children would experience in school.

Curriculum lessons on an afternoon are linked directly to their current Topic. The work scheduled offers a broad and balanced diet of the Foundation subjects to ensure there is full coverage of the Curriculum.

The day usually ends with a pre-recorded reading of the class novel from their teacher(s).
- UKS2- Children are presented each morning with a 'Plan Of The Day'. This coincides with the timetable the children experience within school. Early Bird continues as normal to allow the settling in period before the main Maths lesson. This leads us into our maths lesson which follows the White Rose Maths scheme that provides a diet of both varied fluency, problem solving and reasoning. Supporting videos are provided and teachers are able to provide 1:1 feedback/ assistance.

Writing- We pride ourselves in engaging children in immersive, authentic writing experiences and use different mediums to do ths online including videos, novels, photographs etc. Each lesson has a clear learning objective and is supported by slides or/and a video. Teachers are online to assist with any questions, misconceptions or to provide feedback.

Spelling and grammar tasks are also set daily and mirror the daily SPAG lessons in school.

Reading- Our daily remote provision of reading comprises of a skills based guided reading lesson and class novel (reading for pleasure) session. Guided reading tasks have a range of comprehension style questions which link directly to our VIPERS skills. Class novel is a pre-recorded immersive learning experience where class teachers share an ARE book with all children.

In addition to the remote learning of Core subjects, the online provision for foundation subjects is equally comprehensive. The topic work children would have access to in classrooms is replicated remotely. To supplement this, children also have lessons in PSHE, RE, ICT and MFL. They also have PE and music recorded content from specialist teachers to ensure it is of the highest standard.

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:

Key Stage 1	3+ hours per day
Key Stage 2	4+ hours per day
Key Stage 3 and 4	n/a

Accessing remote education

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

At EPS we use the Google suite of online classroom tools to facilitate our virtual learning platform. All children are invited and part of a Google classroom offer from their class teacher. This is something we use throughout school so children will be familiar with it.

All of the children in school have a Chromebook assigned to them and available for them to use when working remotely.

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:

All children have their own assigned Chromebook in school and these will be sent home in the event of a closure alongside their charger to ensure all children have access to a device.

All parent/carers are issued with a questionnaire to request data boosters for internet connection. Awaiting DFE Deployment via WAT.

All parent/carers are requested to inform school via email if paper packs of work are required, these are deployed at earliest opportunity. However, support is given in the first instance to access online virtual learning.

All pupils are encouraged to submit work via the Google classroom platform to their teacher to ensure clear feedback.

How will my child be taught remotely?

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

Pupils are taught directly via Google classroom activities. This is in the form of presentations, videos, live support, recorded support, google forms etc. Further detail for each phase is below:

EYFS - Maths in EYFS is provided via a range of videos by White Rose or from staff who model how to use practical equipment at home to complete the daily task. Staff provide support with key vocabulary or concepts on both I do, we do, you slides or again via video. Marking is instant and provides support for both the families and the children.

Phonics - Phonic lessons have been pre-recorded by the staff and show modelling of each sound and the correct pronunciation. Each lesson includes a game for children to complete using the sound of the day. Tricky words are also modelled.

KS1 Maths - Children are given a Google form to complete for their Early Bird and this will include any supporting videos or resources such as number lines that they may require to complete the activity. The main maths session includes a video linking directly to White Rose Maths and number songs/examples are included if necessary. Marking is instant with children receiving either written or verbal feedback via Talk and Command.

English lessons include daily slides to model the activity to the children and where needed staff have videoed themselves writing or explaining key features. Visual supports are included such as sound mats and tricky words. Marking is either written or verbal to support, guide and praise the children.

Phonic sessions always include modelling of the letter sound as well as a range of games for application. Children will read and write using the sound given to them. Games have voice over support from the teachers to enable the children to hear the correct pronunciation and application.

LKS2 - Maths - Every lesson has a supporting interactive video which breaks down concepts required for the lessons and gives the children clear explanations. In addition to this, staff are also making use of Oak National Academy materials for additional support. The 'Mote' and Talk & Comment' apps new to Google Classroom provide live, instant marking and feedback as well as the opportunity for staff to model key concepts further if learning hasn't been grasped.

English - Google slide presentations and accompanying videos from a range of sources (Oak National Academy, BBC Bitesize, Literacy Shed etc.) are also used to provide the stimulus and additional support children need to access their learning. Again, the 'Mote' and Talk & Comment' apps new to Google Classroom provide live, instant marking and feedback as well as the opportunity for staff to model key concepts further if learning hasn't been grasped.

UKS2 English- Remote education for English still comprises of the elements children are taught in UKS2 at school: Grammar, spelling, writing and reading. Each lesson has a clear learning objective and is supported by slides or/and a video. Teachers are online to assist with any questions, misconceptions or to provide feedback Spelling and grammar tasks are set daily and mirror the daily SPAG lessons in school. Remote teaching of reading comprises of a skills based guided reading lesson and class novel (reading for pleasure) session. Guided reading tasks have a range of comprehension style questions which link directly to our VIPERS skills. Class novel is a pre-recorded immersive learning experience where class teachers share an ARE book with all

Maths- Arithmetic (Early Bird) is usually the first task of any school day both in class and remote. Online it is manifested as a Google Form. Maths lessons are inline with and underpinned by the Maths Hub and include both varied fluency, problem solving and reasoning. Supporting videos are provided and teachers are online to provide 1:1 feedback/ assistance. Children all have access to (and are encouraged to use) TT Rockstars frequently.

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 EPS' expectation that every pupil should engage daily with remote education.

It is the expectation of parents/carers to follow the daily timetable available within the Google Classroom and support learning wherever possible including routines i.e. being dressed, behaviour, rest breaks engagement etc.

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

Teachers check work and engagement throughout the day along with online attendance.

This will be challenged daily by the pastoral team via welfare class and/or direct contact from the class teacher. This will normally be in the form of a telephone call but may require a remote home visit.

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:

- Teachers will provide feedback to daily lessons using the marking and feedback policy. Support staff will give assistance to this as in a "normal" school day. Where required follow up support will be issues and parents informed via the online chat or in the form of a direct phone call.

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:

Maintaining contact with families and ensuring that families know they can contact with any worries or concerns.

Supporting families by supporting and ensuring routines are maintained. We can support families to create a routine that works well within a family home.

Support in creating activity timetables - so children know what is happening and when.

Encouraging and supporting activities that can be shared together

Supporting the offer of 'formal' learning/educational resources alongside resources for health and well-being.

Activities that promote and support the expressing of emotions in a safe way.

Links to online support, for example, Home Schooling Children with SEND, Homeschooling Special Needs Children and Special Needs Jungle.

Weekly Emails to parents on the SEND register to offer support offering useful links to anxiety and Social and Emotional Mental Health.

Ensuring Class teachers have the support and guidance to offer individual learning that meets the needs of Quality First Teaching and the graduated 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?

There will be no different to the above offer if a pupil or family is self-isolating.

Remote learning will be employed with all activities related onto the Google Classroom if the pupil is present. Feedback will be given as normal and check-ins from the pastoral team.

There are also helpful tutorials available on Google Classroom to support both children and parents to access the learning provided.

We are aware of the difficulties of home learning and always aim to ensure our provision is exciting and provides children the opportunity to access activities both online and offline. We also conduct welfare calls and weekly Google Meets so the children have a chance to connect with both their friends and teachers within school.