

Remote education provision at ANCHORSHOLME ACADEMY: 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.

*At Anchorsholme Academy, our curriculum fosters a sense of belonging and the desire for our school family to be **curious, confident, communicative** and **collaborative** learners. Our intent is that children leave our school as resilient, motivated lifelong learners with high aspirations for their future.*

At Anchorsholme Academy, our remote learning offer is intended to *foster a sense of belonging to our school community*, whereby children are able to make progress in their learning.

Our strategy will be to ensure that all children are able to still learn even though they are away from school for any COVID related illness or self-isolation.

Every Year group across the school will ensure consistency across their year group so that children of critical workers, vulnerable children and those learning remotely are receiving the same curriculum and learning opportunities.

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?

All year groups will offer the curriculum that would have been taught this half term. Year groups have reviewed half term plans to ensure that the units can be appropriately taught and accessed by the children working remotely and in school. In some cases, year groups have swapped units to make them more easily accessible for remote learning.

The children, both critical workers and vulnerable children and those learning remotely will follow their usual year group timetable to ensure curriculum coverage is maintained.

Children will have a daily maths (including morning maths), English (incorporating some GPS teaching) and foundation subject teaching which will cover the minimum DfE guidance.

Each year group has a timetable, which has been shared with children and parents on the digital platforms and can be referred to when needed.

Remote teaching and study time each day

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

Work will be set to the timetables that have been published on our remote learning platforms. Individual lesson time will vary but will be a minimum of the required amount for each Key Stage; 3 hours KS1 & 4 hours for KS2.

Timetables below set out the learning for each day that will be offered.

FOUNDATION

Foundation Stage Home Learning Timetable

9-9.15- wake and shake (morning exercise)

9.15- 9.30- Zoom Registration

9.30- 10.30- Literacy session

10.30-11.30 – Numeracy session

1-1.30 – Phonics

1.30-2.30- Creative session

2.30- 3- Guided Reading/ Storytime/ Art and craft activity

For Literacy/ Numeracy and Creative sessions we suggest 30 minutes focus task and 30 minutes play.

KEY STAGE 1

Year 1									
	9.00-9.15	9.15-9.45	9.45-10.45	Brain breaks/ Snack/play time	11.00-12.00		1.00-2.00	Brain breaks/ Enhancement activities	2.40-3.15
Monday	Register Zoom	Phonics	English		Maths	LUNCH	Topic- Science/history/ geog		Shared story
Tuesday	Register Zoom	Phonics	English		Maths		Topic- P.E		Shared story
Wednesday	Register Zoom	Phonics	English		Maths		Topic- Art		Shared story
Thursday	Register Zoom	Phonics	English		Maths		Topic- Outside learning		Shared story
Friday	Register Zoom	Phonics	English		Maths		Topic- 1.00-1.30-Chinese (zoom) R.E		Shared story

Year 2 Weekly Timetable		
	Morning	Afternoon
Monday	Phonics Reading Writing Maths Spellings	Science Story
Tuesday	Phonics Reading Writing Maths Spellings	Art Story
Wednesday	Phonics Reading Writing Maths Spellings	PE Story
Thursday	Reading Writing Maths Spellings Times Tables	RE or PSHE Story
Friday	Reading Writing Maths Spellings Times Tables	Music Mandarin

LOWER KEY STAGE 2

YEAR 3 Lockdown 2021 Timetable									
	9:00 - 9:30	9:30 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00 - 1:00	1:15 - 2:15	2:15 - 2:30	2:30 - 3:15
<u>Monday</u>	Register MM Short P.E Zoom Reg 9:45am	Maths Arithmetic/ TT	Break	Reading & Snack Phonics interventi on on Zoom.	English C18 &9 C17-	Lunch	1:00pm - Handwriting and TTRS Outdoor Learning 1:30pm- 2:00pm C18&9 C17	Break	PSHE C18 &9 C17-
<u>Tuesday</u>	Register MM Short P.E Zoom Reg 9:45am	Maths GPS/Writing	Break	Reading & Snack Phonics interventi on on Zoom.	English C18&9- C17-	Lunch	1:00pm - TTRS History (Beth Home Learning)	Break	Music- TAs
<u>Wednesday</u>	Register MM Short P.E Zoom Reg 9:45am	Maths	Break	Reading & Snack Phonics interventi on on Zoom.	English	Lunch	1:00pm - TTRS Mandarin C18&9 C17	Break	RE C18&9- BC C17- AH
<u>Thursday</u>	Register MM Short P.E Zoom Reg 9:45am	Maths C18&9-BC C17-LH	Break	Reading & Snack	English	Lunch	1:00pm - TTRS Science C18&9- Linda C17-ICT (CR) (Lauren & Beth Home Learning)	Break	Science CI ICT - CI 8 & 9 (CR)
<u>Friday</u>	Register MM Short P.E Zoom Reg 9:45am - Awards	Maths	Break	Reading & Snack	English/ Art/ PE	Lunch	1:00pm - TTRS English/ Art/ PE	Break	English/ Art/ PE

Year 4 Home Learning Time Table									
	Lesson 1	Zoom	Quick Task 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	Quick task 2
<u>Monday</u>	English	Zoom Registration 10:00am	GPS	11:00- 11:15	Maths	12:00 Play 12:30 Eat	Art	PE	Times Tables
<u>Tuesday</u>	English	Zoom Registration 10:00am	Free Reading	11:00- 11:15	Maths	12:00 Play 12:30 Eat	Science	Music/ Outdoor Learning	Reasoning
<u>Wednesday</u>	English	Zoom Registration 10:00am	GPS	11:00- 11:15	Maths	12:00 Play 12:30 Eat	DT	PE / PHSE	Times Tables
<u>Thursday</u>	English	Zoom Registration 10:00am	Free Reading	11:00- 11:15	Maths	12:00 Play 12:30 Eat	ICT	Mandarin - Live Lesson Zoom 2:15pm	Reasoning
<u>Friday</u>	English	Zoom Registration 10:00am	GPS - Spelling test	11:00- 11:15	Maths	12:00 Play 12:30 Eat	RE	PE	Times Tables

UPPER KEY STAGE 2

Year 5 Home Learning General Timetable

	AM Session 1	AM Session 2	AM Session 3	AM Session 4	PM Session 1	PM Session 2
Monday	Zoom: Registration & Daily Updates	Reading for pleasure	English	Maths	Computing	R.E
Tuesday	Zoom: Registration & Daily Updates	Reading for pleasure	English	Maths	Science	DT
Wednesday	Zoom: Registration & Daily Updates	Reading for pleasure	English	Maths	PSHE	Mandarin (Live)
Thursday	Zoom: Registration & Daily Updates	Reading for pleasure	English	Maths	Art	Music
Friday	Zoom: Registration & Daily Updates	Reading for pleasure	English	Maths (Arithmetic)	P.E	P.E

Year 6 TIMETABLE

REMOTE LEARNING OFFER FOR BOTH KEYWORKER & REMOTE LEARNERS

DAILY TIMETABLE

		AM Session 1	AM SESSION 2		AM SESSION 3		PM - SESSION 4	PM - SESSION 5
MONDAY	READING FOR PLEASURE	ENGLISH	ZOOM LIVE GREETING @ 10:30	B	MATHS	L	SCIENCE	MUSIC
TUESDAY	READING FOR PLEASURE	ENGLISH	ZOOM LIVE GREETING @ 10:30	R	MATHS	U	HISTORY	RE
WEDNESDAY	READING FOR PLEASURE	ENGLISH	ZOOM LIVE GREETING @ 10:30	E	MATHS	N	ART	COMPUTING
THURSDAY	READING FOR PLEASURE	ENGLISH	ZOOM LIVE GREETING @ 10:30	A	MATHS	C	PE	PE
FRIDAY	READING FOR PLEASURE	ENGLISH	ZOOM LIVE GREETING @ 10:30	K	MATHS	H	PSHE	MANDARIN – LIVE ON ZOOM @ 2:15

Accessing remote education

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

Digital Platform

EYFS will continue to use TAPESTRY. Work submitted from home will be uploaded to children's individual portfolios as a record of continued learning that is progressive. In addition, all EYFS children will receive a fortnightly topic pack to complement their online learning.

Year 1 – Year 6

These year groups will use Class Dojo to Teaching and learning activities. Children will complete tasks that will be viewed and approved by staff and then uploaded to their own pupil portfolios that will track learning of the children.

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:

We have identified families that have limited or no access to hardware to complete remote learning and have taken the following steps to support them.

Supply of laptops with dongles with access to internet through government scheme with support available through school for technical difficulties.

How will my child be taught remotely?

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

All year groups will offer a mixture of pre-recorded and live lessons & daily register with the children using digital platform Zoom. Lessons will have a teaching input using videos from school staff and also using, where appropriate Oak National Academy videos, as means of delivering the teaching input.

Work will be matched appropriately and differentiated so that all children can achieve during the lesson, regardless of ability.

Children on the SEND register will continue to be offered interventions over Zoom that support their progress towards achieving IEP targets if at home, and in school for critical worker and vulnerable children.

Daily registrations will be held for each year group via Zoom. A member of the SLT will join these sessions. Additional Live Home Learning Support sessions will be available to children to discuss work with their teacher. These will be conducted on a daily basis depending on the teaching commitment of critical worker and vulnerable children amongst the year group staff.

Children in Year 6 will hold a second zoom session with their class teacher due to them having access to their own device to access the sessions.

In school, critical worker and vulnerable children will have an outdoor learning session, with an appropriate outdoor learning task offered for those learning remotely.

The school has subscriptions to a number of on-line websites that track and contain a vast amount of assessment information. These will be used as well as 'teaching videos' but not instead of, when teachers feel it is appropriate. The data held on these sites will be used by staff to assess children's learning and provide support when needed.

Phase Leaders will be responsible for the effective deployment of staff within their team bubble, ensuring that critical worker and vulnerable children and those learning remotely have access to teachers and TA's to support their on-going learning.

Interventions will be held within school, and for those children who are learning remotely at home. These will be conducted by teachers & TAs throughout the school day.

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 encourage all children to:

Engage with the curriculum work that is set. We set an expectation that Maths & English sessions will be completed the day they are planned so that children can then follow the sequenced learning.

Aim to complete work to the same standard that would be expected in class.

Understand that work may be returned as draft to be improved or completed before being approved by the teacher.

We encourage parents:

To notify the teacher if the child is unable to complete any of the work for medical/COVID related reasons.

Support their child to complete the work set by the class teacher to a high standard and engage with the school/child's class teacher as appropriate to maintain that sense of belonging for their child.

Ask the class teacher for support/join support sessions if their child is struggling with the learning.

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

Engagement at Anchorsholme Academy is monitored daily so that support can be put in place quickly so that the child's learning is not unduly affected.

Contact with parents will be supportive and enquiry based as required. If engagement levels drop, contact will be made after 2 days to enquire if additional support can be put in place.

Parents will be encouraged to support their child's remote learning where possible; staff in school will offer support where possible to ensure children's learning continues to progress in-line with expectations.

If we are unable to contact parents, the concern will be passed to the SENCO/member of SLT to investigate further.

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

EYFS on Tapestry

All work sent will be approved and liked by the class teacher to show that it has been acknowledged and looked at. It will then be uploaded to the child's portfolio.

Class teachers will give feedback to the class on the daily zoom session which will focus on good examples of work that have been sent and where there might be areas to work on.

Written targets for improvement will be given at the end of a topic and these will be shared with parents on Tapestry.

Year 1 to Year 6 on Class Dojo

All work sent in, must be approved by class teachers before it is uploaded to a child's portfolio.

1 subject per day will have a comment that gives the child next steps for learning or an area to improve on and think about when they next complete work for the subject.

Maths & English work will be commented on where appropriate, providing improvement opportunities for the child. Any extended writing will have comments that reflect effort and areas and areas for improvement.

Where work does not meet the expectations that have been set, the work will be 'returned as draft' to the child with a comment on what is expected and how the work needs to be improved. Support will be offered to the child if they are struggling via reactive Live Home Learning Support Sessions.

Data held on on-line subscription sites such as Times Table Rock Star; MyMaths; Learning by Questions will be reviewed by teachers so that any learning gaps can be identified, and support offered.

Using our remote learning platform – a ‘like’ on a piece of work will be recognised that it has met the standard that we would expect.

Work completed to a high standard will earn dojo points, linking to the schools systems already in place.

High quality work from portfolios will be shared on the class story pages and weekly ‘BEING BRILLIANT’ certificates will be awarded for both critical worker, vulnerable and home learning children.

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:

Well planned and differentiated work for any children who are not working at age related expectations.

Regular zoom calls with TA to continue any programmes that they would have done in school such as Toe by Toe ; phonics intervention etc

Weekly phone calls from pastoral/SEND team to ‘check in’ with how child/family are with the remote learning.

All children are SEND register are tracked for engagement and teachers are tracking all interventions completed with these children.

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